

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**

**APPLICATION FOR GRANTS**  
**UNDER THE**

**National Resource Centers and Foreign Language and Area Studies Fellowships**

**CFDA # 84.015A**

**PR/Award # P015A180137**

**Grants.gov Tracking#: GRANT12660000**

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180137

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

## Application for Federal Assistance SF-424

\* 1. Type of Submission:

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

\* 2. Type of Application:

- ☒ New  
☐ Continuation  
☐ Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

06/25/2018

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

### State Use Only:

6. Date Received by State:

7. State Application Identifier:

### 8. APPLICANT INFORMATION:

\* a. Legal Name:

PENNSYLVANIA STATE UNIVERSITY-UNIV PARK

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

246000376

\* c. Organizational DUNS:

003403953

### d. Address:

\* Street1:

Office of Sponsored Programs

Street2:

110 Technology Center Building

\* City:

University Park

County/Parish:

Centre

\* State:

PA: Pennsylvania

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

16802-7000

### e. Organizational Unit:

Department Name:

Assoc Dean Research - LA

Division Name:

Liberal Arts

### f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Mr.

\* First Name:

Rocco

Middle Name:

A

\* Last Name:

Zinobile

Suffix:

Title:

Director, Grants and Contracts

Organizational Affiliation:

PENNSYLVANIA STATE UNIVERSITY-UNIV PARK

\* Telephone Number:

814-863-6475

Fax Number:

814-863-2085

\* Email:

raz11@psu.edu

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## Application for Federal Assistance SF-424

### \* 9. Type of Applicant 1: Select Applicant Type:

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

State Related Institute of Hig

### \* 10. Name of Federal Agency:

Department of Education

### 11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

### \* 12. Funding Opportunity Number:

ED-GRANTS-052518-001

\* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

### 13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

### 14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

### \* 15. Descriptive Title of Applicant's Project:

Title VI Center for Global Studies (CGS) at The Pennsylvania State University

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424****16. Congressional Districts Of:**

\* a. Applicant PA-005

\* b. Program/Project PA-005

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date: 08/15/2018

\* b. End Date: 08/14/2022

**18. Estimated Funding (\$):**

* a. Federal	2,252,495.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	2,252,495.00

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix: Dr. \* First Name: John

Middle Name: W.

\* Last Name: Hanold

Suffix:

\* Title: Associate VP for Research

\* Telephone Number: 814-865-1372

Fax Number: 814-863-3413

\* Email: osp@psu.edu

\* Signature of Authorized Representative: John Hanold

\* Date Signed: 06/25/2018

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 08/31/2020

Name of Institution/Organization

PENNSYLVANIA STATE UNIVERSITY-UNIV PARK

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	90,654.00	91,946.00	97,269.00	94,626.00		374,495.00
2. Fringe Benefits	30,203.00	30,578.00	32,522.00	31,356.00		124,659.00
3. Travel	39,100.00	50,100.00	39,100.00	31,100.00		159,400.00
4. Equipment						
5. Supplies	20,000.00	20,000.00	16,000.00	19,000.00		75,000.00
6. Contractual						
7. Construction						
8. Other	48,300.00	51,300.00	62,300.00	51,300.00		213,200.00
9. Total Direct Costs (lines 1-8)	228,257.00	243,924.00	247,191.00	227,382.00		946,754.00
10. Indirect Costs*	18,261.00	19,514.00	19,775.00	18,191.00		75,741.00
11. Training Stipends	307,500.00	307,500.00	307,500.00	307,500.00		1,230,000.00
12. Total Costs (lines 9-11)	554,018.00	570,938.00	574,466.00	553,073.00		2,252,495.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2017 To: 06/30/2018 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): ONR

The Indirect Cost Rate is 58.60 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

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Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
PENNSYLVANIA STATE UNIVERSITY-UNIV PARK	

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b>	<b>TITLE</b>
John W. Hanold	Associate VP for Research
<b>APPLICANT ORGANIZATION</b>	<b>DATE SUBMITTED</b>
PENNSYLVANIA STATE UNIVERSITY-UNIV PARK	06/25/2018

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="John W. Hanold"/> * Street 1 <input type="text" value="110 Technology Center Building"/> Street 2 <input type="text"/> * City <input type="text" value="University Park"/> State <input type="text" value="PA: Pennsylvania"/> Zip <input type="text" value="16802-7000"/> Congressional District, if known: <input type="text" value="PA-005"/>		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>     		
<b>6. * Federal Department/Agency:</b> <input type="text" value="Department of Education"/>		<b>7. * Federal Program Name/Description:</b> <input type="text" value="National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr"/> CFDA Number, if applicable: <input type="text" value="84.015"/>
<b>8. Federal Action Number, if known:</b> <input type="text"/>		<b>9. Award Amount, if known:</b> \$ <input type="text"/>
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text"/>		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.  * Signature: <input type="text" value="John W. Hanold"/> * Name: Prefix <input type="text" value="Dr."/> * First Name <input type="text" value="John"/> Middle Name <input type="text" value="W."/> * Last Name <input type="text" value="Hanold"/> Suffix <input type="text"/> Title: <input type="text" value="Associate VP for Research"/> Telephone No.: <input type="text" value="814-865-1372"/> Date: <input type="text" value="06/25/2018"/>		
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## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

GEPA\_PENN\_STATE1022885006.pdf

Add Attachment

Delete Attachment

View Attachment

## **U.S. Department of Education General Provisions Act, Section 427 of GEPA**

Penn State is an equal opportunity, affirmative action employer, and is committed to providing employment opportunities to all qualified applicants without regard to race, color, religion, age, sex, sexual orientation, gender identity, national origin, disability or protected veteran status. The University frames its diversity goals in terms of social justice and institutional viability and vitality, clearly locating diversity as a central value to Penn State's core mission. Created in July 1990, the Office of the Vice Provost for Educational Equity (OVPEE) was originally charged to foster diversity; in 2001, the mission expanded to support educational access for targeted groups of low-income, underrepresented – potential first-generation college students – at Penn State and throughout the state. Within the University, the office supports and evaluates many diversity initiatives and serves as an advocate for a range of populations including historically underrepresented racial and ethnic minorities; persons with disabilities, persons from low-income families; veterans; lesbian, gay, bisexual, and transgender persons; and women. Beyond the University, the office helps low-income youth and adults in targeted high schools and counties overcome the social, cultural, and educational barriers to success in higher education. To promote a diverse student population, Penn State has offices in Philadelphia and Pittsburgh that assist local students in the college admissions process.

OVPEE, along with the Affirmative Action Office and the University Access Committee, supports and administers a substantial number of programs and centers that promote diversity and fairness and ensure compliance with federal regulation. Furthermore, each Penn State campus has a disability services office that provides accommodations such as academic adjustments, auxiliary aids, and/or services for students with disabilities. As part of Penn State, The Center for Global Studies shares OVPEE's assertion that "fostering diversity must be recognized as being at the heart of our institutional viability and vitality, a core value of the academic mission, and a priority of the institution." Please also see §B.3 and §C.1.b.

In October 2016, Penn State launched the "All In" campaign to further raise awareness about the importance of diversity and equity and to foster a safe and open-minded environment that is respectful of everyone regardless of their backgrounds. This initiative receives input from students, faculty and staff to drive its education and awareness efforts focused on diversity and inclusion. Additionally, the University's 2016-20 strategic plan reflects this commitment to diversity through foundational elements such as "Enabling Access to Education," "Engaging Our Students," "Fostering and Embracing a Diverse World," "Enhancing Global Engagement," "Driving Economic Development," and "Ensuring a Sustainable Future." Each academic unit – including the College of the Liberal Arts which houses the CGS – as part of the University's strategic plan has produced a diversity plan that has specific policies and programs to achieve a set of predefined objectives including ones that aim to recruit and retain a diverse workforce and to diversify University leadership and management. The CLA's Office of Diversity and Inclusion also seeks to highlight events and faculty and student work that are related to diversity.

Finally, the CGS, through its programming, initiatives, and dedication to the professional development of students, faculty, and staff, is committed to diversity and inclusion. This is further demonstrated by our recruitment of interns and staff from a variety of backgrounds. The CGS is also committed to equal access. Our redesigned web site complies with accessibility standards allowing access to all users and across devices. Our events are largely free and open to the public and all event publicity includes an ADA statement with contact information should anyone require accommodations or have questions about physical access.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

PENNSYLVANIA STATE UNIVERSITY-UNIV PARK

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. \* First Name: John Middle Name: W.  
\* Last Name: Hanold Suffix:  
\* Title: Associate VP for Research

\* SIGNATURE: John W. Hanold

\* DATE: 06/25/2018

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

OMB Number: 1894-0007  
Expiration Date: 09/30/2020

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Sophia	A.	McClennen	

Address:

Street1:	244 Lewis Katz Building
Street2:	
City:	University Park
County:	
State:	PA: Pennsylvania
Zip Code:	16802-0000
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
814-865-2333	

Email Address:

sam50@psu.edu
---------------

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No ☐ Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

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c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

## ABSTRACT

The mission of the Title VI Center for Global Studies (CGS) at The Pennsylvania State University is to promote an appreciation for and an in-depth understanding of the forces, challenges, and opportunities of the global era and the types of knowledge and pragmatic preparations that are necessary for working and living both ethically and effectively in a globalized world. The CGS serves as an integrative platform for bringing together faculty and students from across the university in order to realize Penn State's strategic goal of becoming a global university. Working across all major university units, our mission is to enhance Penn State's recognition as a university known for excellent research, teaching, and outreach in global studies. Our goal is to create a truly cross-disciplinary center for the creative and innovative study of the many complex facets of globalization. We offer the university an impact-oriented vision for facilitating and coordinating faculty and student research, promoting globally-relevant graduate and undergraduate education (especially language skills), and introducing new outreach programs.

Our next four-year cycle will be framed by the concept of *crossing boundaries, building bridges*. We aim to cross academic and geographic boundaries as well as institutional ones to create innovative and meaningful knowledge of the global world. This means that each of our strategic initiatives aims to cross the boundaries that frame global studies while focusing on building lasting and meaningful educational experiences and research outcomes that can have measurable impact.

To do this the CGS will focus on four core themes that tie directly to strategic university initiatives and that promise to build on existing institutional support and ongoing commitments. Concentrating on the themes of Rights, Security, and Conflict; Cultural Identity, Communication, and Media; Global Health, Well-Being, and Development, and Energy, Sustainability, and Resources, the CGS aims to ensure that these topics are considered within a global context and with the cross-disciplinary insights of global studies research. These cross-disciplinary teaching, outreach, and research areas will allow for sustained and engaged dialogues on issues of vital importance to understanding key global issues facing all regions across the world. Real academic advancement on these themes requires that they “cross boundaries and build bridges” and take into account the way that these ideas are interconnected and interdependent.

In addition to cross-disciplinary colloquia and programming organized around these four themes, the Title VI Center for Global Studies will foster global citizenship and cross-cultural awareness through support of Arabic, Chinese, Korean, and Russian language instruction. We also will host workshops on global careers, support international visiting scholars, organize faculty exchanges between Penn State and targeted universities in South Africa, and support travel for faculty to meetings dedicated to global studies and to language instruction. We will continue to serve as an important catalyst in building meaningful ties with the local community and in offering support and training to K-12, partnering with Penn State's VI Language Resource Center CALPER. We will also enhance collaboration with institutions nationally in particular a cohort of MSIs and two-year colleges as well as the only other international NRC in Pennsylvania: The Global Studies Center at the University of Pittsburgh.

## Project Narrative File(s)

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**\* Mandatory Project Narrative File Filename:**

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

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To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

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View Optional Project Narrative File

National Resource Centers  
and  
Foreign Language and Area Studies Fellowships Programs  
CFDA No. 84.015 (A & B)

PROPOSAL FOR A NEW GRANT:



**PennState**

CENTER FOR GLOBAL STUDIES

**Title VI**

**COMPREHENSIVE NATIONAL RESOURCE  
CENTER FOR GLOBAL STUDIES**

**School of Global Languages, Literatures, and Cultures  
The College of the Liberal Arts**

University Park, PA

June 2018

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SF 424

SF 424B

Disclosure of Lobbying Activities

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## A. PROGRAM PLANNING AND BUDGET

**A.1. Proposed Activities and Goals.** During the proposed funding period, Title VI support will be used to carry out the Center for Global Studies' mission of enhancing global studies at Penn State, in K-12, the local community, and beyond. The globally-oriented activities, programs, projects, and initiatives supported fall into two broad categories: (1) foundational, and (2) thematic. The foundational aspects emphasize the bolstering of the critical languages Chinese, Arabic, Korean, and Russian (**GPRA**) and the organizational and outreach capabilities to be sustained over time. The thematic initiatives are focused on four core themes<sup>1</sup> and largely define the substantive academic content and focus of the Center's activities.

**Foundational funding** focuses on creating the academic opportunities and building the support network necessary to enhance and sustain global studies at Penn State and beyond. One key area around which we plan to create a more substantial foundation is foreign language instruction. With NRC support, we will build directly into our mission of *crossing boundaries and building bridges* by enhancing the University's commitment to four key global regions of increasing geopolitical relevance, advancing the range and content of relevant less commonly taught language (LCTL) instruction, and intersecting language instruction with research and career development.

Our mission includes enhancing student and faculty engagement by building overseas institutional linkages and developing programming that highlight relevant global developments. The CGS, in collaboration with the College of Health and Human Development and the University Office of Global Programs (UOGP), will build meaningful partnerships with institutions, for example, in Sub-Saharan Africa to develop student and faculty exchanges as well as research

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<sup>1</sup> (1) Rights, Conflict, and Security; (2) Cultural Identity, Communication, and Media; (3) Health, Well-being, and Development; and (4) Energy, Sustainability, and Resources.

collaboration.

Outreach is a key aspect of Penn State's land grant mission and the CGS is committed to further globalizing its activities. We will support outreach by (1) hosting K-12 teachers' workshops around core themes, LCTLs, and/or the region where the LCTLs are spoken (**CPP2**), (2) supporting the development of K-16 curriculum (**CPP1/2**), (3) enhancing global studies programming for K-16 students, (4) supporting workshop attendance for LCTL instructors (**CPP1/2**) and (5) internationalizing the curriculum at Penn State Commonwealth campuses that award degrees and certificates, more than 50% of which are not bachelor's degrees (or equivalent) or master's, professional, or other advanced degrees (**CPP1**), currently Penn State Dubois and Mont Alto. Furthermore, we will use this grant to support a summer LCTL training (**AP2/CPP2**) for K-12 teachers and university-level teaching assistants with Penn State's Title VI Language Resource Center. In addition, the CGS will partner with the Midwest Institute for International/Intercultural Education (MIIE) – a consortium of two-year colleges – to offer summer area studies workshops at Kalamazoo Valley Community College (Michigan) (**AP2/CPP1**). Previous collaborations with MIIE reached instructors at 118 Title III and Title V-eligible institutions in 22 states.

The CGS will also serve as an important vehicle for intra-university, globally-oriented activities by collaborating with career enrichment offices, Schreyer Honors College, the School of International Affairs, and other professional schools to organize global career workshops, which will include informational and resume workshops for government service positions (**AP1/HEA**). These career sessions will address the national need for the study of LCTLs and the regions where they are spoken to open new vistas for students as they prepare for future careers in government service.

The last component of our foundational activities addresses the need to further grow and deepen our global studies library materials. The proposed acquisitions will include digital materials to increase access while supporting research in our core themes and LCTLs. To respond meaningfully to the needs of faculty and all students, we will conduct an annual survey of faculty, teaching assistants, LCTL instructors, and area studies and professional school librarians.

**Thematic Funding** will define the intellectual content and academic focus of the CGS. Our research themes were selected based on two considerations (1) their presence as part of Penn State's institutional mission and academic initiatives and (2) the salience of these topics in terms of the evolving global agenda. By leveraging the expertise of the core faculty, we believe that each of the four subject areas will serve as intellectual platforms and catalysts for enhancing the discourse and exchange of ideas about the broad implications of globalization in the 21<sup>st</sup> century.

Each thematic multidisciplinary initiative will share a basic core structure regarding the use of NRC funds. Each unit will bring together senior and junior faculty members in the form of an interdisciplinary team of scholars and educators. Using academic colloquia, public lectures, and seminars, they will organize an annual series of gatherings that will provide on-going dialogue about the issues relevant to the theme's focus (**AP1**). This cycle, each core theme incorporates three key research areas that can be productively put in interdisciplinary dialogue with one another. And in order to *cross boundaries and build bridges* each research team will partner with the College of Education to offer teacher training workshops on how to effectively bring these research themes into the K-12 classroom (**AP1/CPP1**).

Our first core theme will examine the interplay of **Rights, Security, and Conflict** from an interdisciplinary perspective to explore how peace depends on the protection of human rights and the establishment of security. This approach brings wider perspectives to traditional security

studies to create conversation on better strategies for resolving conflicts and securing social justice. Heading this initiative is Dr. Tiyanjana Maluwa, H. Laddie Montague Professor of Law, who previously worked as legal counsel for the African Union and the UN High Commissioner for Human Rights.

The research initiative in **Cultural Identity, Communication, and Media** involves continued collaboration between the CGS and the College of Communication. The research team led by CGS Director Dr. Sophia McClennen will focus on the way that identity formation and political action are increasingly shaped by global media. This research collaboration will host at least one major event per year that offers opportunities for dialogue and debate about these issues in ways accessible to the broader public. McClennen will also coordinate research-intensive activities that will advance our understanding of the pressing role media plays in contemporary geopolitics.

The third research theme will explore the connection between **Global Health, Well-being, and Development**. Directed by Health Economist Dr. Christopher Hollenbeak, this initiative will examine the relationship between the health of various world populations and their economic growth and development. In addition to bringing together scholars from the sciences and social sciences, this group will develop research outcomes with potential policy impact.

The fourth research theme, **Energy, Sustainability, and Resources**, led by Nobel Prize winning climatologist and Evan Pugh Professor of Geosciences Dr. Richard Alley, will work to advance the notion that sustainability requires building collaborative research groups that have scientific knowledge alongside expertise in global perspectives, international policy, and geopolitical dynamics. Partnering with research groups in energy and the environment, two areas of strength at Penn State, the goal of this theme will be to emphasize that global literacy is key to advancing policy on how best to steward the planet.

For each of these four themes, the CGS initiative will bring top researchers from across Penn State together to share insights, collaborate on future projects, develop partnerships with colleagues nationally and internationally (AP1/CPP1), and translate their research into classroom activities that can be used by K-12 teachers (AP2/CPP2).

In addition to cross-disciplinary programming organized around these themes, the CGS will foster global citizenship and cross-cultural awareness through support of the following activities:

<b>Table 1.0 Penn State CGS-NRC Goals</b>	
1.	Enhance collaboration between the many academic units engaged in global studies (AP1);
2.	Enhance library resources for LCTL and area studies instruction (AP1);
3.	Support undergraduate and graduate student training in global studies (AP1);
4.	Increase the range of LCTLs (Arabic, Chinese, Russian, and Korean) being taught at Penn State by supporting language instruction and related library acquisitions (NRC GPRA);
5.	Host workshops on U.S. government service related to our LCTLs/regions where they are spoken (AP1/HEA);
6.	Promote cross-disciplinary colloquia that will incorporate research, teaching, and outreach across four major themes relevant to global issues (AP1);
7.	Collaborate with the University Office of Global Programs on the University initiative to globalize the curriculum at Commonwealth campuses particularly at Dubois and Mont Alto. (CPP1);
8.	Host workshops for K-12/pre-service teachers in the College of Education on teaching selected LCTLs, the regions where the LCTLs are spoken, and/or global issues related to our core themes (AP2/ CPP2);
9.	Collaborate with Penn State's Title VI LRC to support their annual summer workshop on LCTL instruction and assessment (AP/ CPP1/CPP2);
10.	Collaborate with the Midwest Institute for International/Intercultural Education to offer area studies summer workshops at Kalamazoo Valley Community College (AP1/AP2/CPP1/CPP2);
11.	Support travel for LCTL instructors to meetings dedicated to LCTL language instruction (AP2);
12.	Provide outreach programming to Penn State and the local community (AP1); and
13.	Increase global connections between Penn State and international universities by supporting faculty travel, hosting international scholars, and supporting other forms of collaboration (AP1/CPP1).

Finally, in AY 2018-22, the CGS will be linked with the revised Global and International Studies (GLIS) major (BA/BS) and minor open to undergraduate students in any major at Penn State. Students must demonstrate foreign language competency and complete related advanced coursework, all of which are integrated around a thematic or geographical focus. They may also participate in a study abroad program. GLIS currently has 95 declared majors (BS 29, BA 66) and 326 minors. Through this partnership, the CGS will (1) support the development of courses and co-curricular activities across the pathways by engaging a faculty fellow, (2) enhance the professional development of GLIS students through workshops, career presentations, and faculty

and staff mentorship, and (3) promote global studies opportunities (such as internships, LCTL funding, and undergraduate symposia) to supplement the GLIS academic experience.

<b>Table 1.1 Collaborating Units at Penn State</b>	
<b>CGS initiative/ Title VI priority in parentheses</b>	<b>Penn State partner</b>
LCTL training, K-12 teacher workshops, and curriculum development ( <b>all AP2/CCP2</b> )	CALPER, College of Education, CLA
Government careers ( <b>AP1/HEA</b> )	Liberal Arts and PSU Career Services, School of International Affairs (SIA), Schreyer Honors College
LCTL instruction ( <b>GPRA</b> )	Cost-share with the CLA
Internationalization of Commonwealth campuses ( <b>CCP1</b> )	University Office of Global Programs, Penn State Mont Alto, Penn State Dubois
Research & K-12 instruction across core themes ( <b>AP1/AP2</b> ):	
<ul style="list-style-type: none"> <li>• Rights, Conflict, and Security</li> <li>• Cultural Identity, Communication, and Media</li> <li>• Health, Well-being, and Development</li> <li>• Energy, Sustainability, and Resources</li> </ul>	<ul style="list-style-type: none"> <li>• SIA, Penn State Law, World in Conversation, Rock Ethics Institute</li> <li>• College of Communication, CLA</li> <li>• College of Health and Human Development, SIA</li> <li>• Sustainability Institute, College of Earth and Mineral Sciences, College of Agricultural Sciences</li> </ul>

## **A.2. Timeline of Proposed**

### **Activities.** The AY 2018-22

NRC budget and the

Performance Measure Forms

(Appendix 4) provide an

overview of the timeline of

activities proposed, related

goals, and outcomes to be

measured. See § A.3 (below)

and § B.1.a for information on

the effective use of resources

and personnel respectively.

## **A.3. Reasonable Costs**

### **Related to Program**

### **Objectives.** The CGS

expressly developed this

cycle's partnerships and

programming with the goal of

leveraging Title VI funds

<b>Table 1.2 Cost share by Penn State for Global Studies Activities</b>				
<b>Object</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>A. FACULTY AND ADMINISTRATIVE SUPPORT</b>				
Course release for Global Studies Fellows, staff salary, Grant-in-Aid for graduate assistant, fringe	\$183,577	\$186,292	\$189,074	\$191,848
<b>B. DISCRETIONARY SPENDING</b>				
Faculty and ABD student research travel, Graduate Fellows affiliation, and miscellaneous expenses	\$56,000	\$56,000	\$56,000	\$56,000
<b>C. STUDENT SUPPORT</b>				
Scholarships for study abroad and thesis prize	\$52,000	\$52,000	\$52,000	\$52,000
<b>TOTAL</b>	<b>\$291,577</b>	<b>\$294,292</b>	<b>\$297,074</b>	<b>\$299,848</b>

against existing institutional support to get the most value from budgetary resources (Table 1.1).

We will conduct all programming with other units to achieve common goals and help ensure the sustainability of the initiatives at the end of the four-year cycle.

Furthermore, cost-sharing by Penn State will support salary and fringe for the Center's administrative staff, course release time for the Center director and faculty fellows, grant in aid for the graduate assistant, discretionary spending, and student support (Table 1.2, p. 6). The University will also provide significant staff support for programming, grant administration, financial management, and language instruction.

**A.4. Long-Term Impact.** Title VI funding will further catalyze global studies at Penn State, building on all that the University has accomplished in terms of crystallizing the already significant array of internationally-focused faculty, student, and library resources on the campus. Thematic faculty teams will help drive new research initiatives building on existing faculty strengths in important fields and enhancing the level of integration and array of bridges between departments and colleges. By the end of the grant period, we expect the curricular effects to be substantial, with new embedded learning experiences emerging to complement existing classroom offerings. The NRC-funded courses in Arabic, Chinese, Korean, and Russian will expand language opportunities and allow for new academic connections with other areas of the liberal arts curriculum.

The "faculty mobility" line will help push knowledge about and interest in global issues beyond faculty who already make this their research priority; one aim is to attract junior faculty into this domain. Our enduring goal is to expand the range of global studies within additional Penn State contexts. Given the close linkages between town and gown that already exist in State College, we also intend to bring this enhanced level of programming to serve the interests of the local community of travelers, tourists, business people, and entrepreneurs.

Beyond Penn State, Title VI funding will produce major impact locally, statewide, and

nationally as we collaborate with K-16 teachers (including community colleges and MSIs), and promote globally-oriented programs. Our colloquia and research-oriented events will bring national and international audiences to Penn State, help students prepare for careers in a complex, globalizing world, and connect local communities to the world. See § C.1 for demonstrated impact.

## **B. QUALITY OF STAFF RESOURCES**

**B.1.a. Qualifications of Faculty and Staff.** The CGS will be led by a director and managed by a full-time associate director. The director (tenured full professor) and the associate director will coordinate the CGS's outreach activities. The CGS will also receive staff, event, and budget administration support from its full-time program coordinator and the 12-person administrative staff grouping of the School of Global Languages, Literatures, and Cultures (SGLLC).

The Center's director, Dr. Sophia McClennen, is an established scholar in the fields of globalization, human rights, and media studies. She has published 11 books with one in progress. She has edited eight special issues of journals and published over 60 scholarly essays on a range of topics all of which coalesce around the question of how culture, politics, and society intersect. She serves on the editorial boards of ten journals and regularly peer reviews for journals and government agencies in the U.S. and abroad. She has conducted research on education and international area studies, with particular attention to how multidisciplinary approaches enhance the understanding of global issues. She teaches courses in cultures of globalization, human rights, cross-cultural conflict resolution, global media, the cultures of displaced peoples, and cultural trade policy. Her general education course, "Human Rights and World Literature," sees consistently high enrollment. Her courses in International Affairs focus on the connections between culture and globalization. She was the recipient of a Fulbright Research Chair in Globalization and Cultural Studies in Canada in 2005.

Associate Director Sarah Lyall-Combs has managed the daily operations of the CGS since 2011 and has developed the Center's campus-wide, K-12, and regional network to facilitate and coordinate outreach. She oversees several key outreach programs including the global career workshops, faculty and graduate lecture series, the Fulbright-Hays Doctoral Dissertation Research Abroad program, the Fulbright Foreign Language Teaching Assistant application process, and pre-service workshops with the College of Education. Lyall-Combs has extensive experience in grant writing and administration for international education programs. She holds an M.A. in French and has experience teaching undergraduate courses in the U.S. and France.

Program Coordinator Shannon Brace facilitates outreach and helps to develop new partnerships. Along with managing communication through listservs, websites, and social media, Brace coordinates the CGS's marketing and promotional efforts, maintains budgets, and supports grant preparation and reporting.

Overall, faculty associated with global studies and international affairs have a long record of achievement and extensive publications. See § A.1 (pp. 3-4) for information on our lead faculty and Appendix 1 for details on affiliated faculty.

Table 2.1 Lead and Core Faculty Participants			
CGS Theme	Lead Faculty	Core Participating Faculty	Content
<b>Rights, Conflict, and Security</b>	Tiya Maluwa (Law)	Joseph Wright, Melissa Wright, Jonathan Marks, Jonathan Brockopp	Interdisciplinary approach to bring wider perspectives to traditional security studies and to create conversation on better strategies for resolving conflicts and securing social justice
<b>Cultural Identity, Communication, and Media</b>	Sophia McClennen (International Affairs and Comparative Literature)	Jon Abel, Krishna Jayakar, Alex Fattal, Gabeeba Baderoon	Identity formation, politics, and their media representation
<b>Health, Well-Being, and Development</b>	Christopher Hollenbeak (Health Policy Administration)	David Abler, Nancy Tuana, Yubraj Acharya, David Post	Examination of the relationship between the health of various world populations and their economic growth and development
<b>Energy, Sustainability, and Resources</b>	Richard Alley (Geosciences)	Flynt Leverett, Lara Fowler, Caitlin Grady, David Titley	Understanding sustainability of the planet's resources as a global challenge that requires global perspectives

**B.1.b. Professional Development Opportunities.** Penn State has a strong commitment to the on-

going professional development of its faculty. The College of the Liberal Arts offers significant research support, including packages of \$10,000 to new tenure-track faculty to support travel and costs associated with book publication. In 2017-18, 22 such packages were awarded. Additionally, all new tenure-track faculty members are eligible for a two-course reduction in their third year, pending a successful second-year review and commitment to returning to Penn State in the year following the release. The CLA also offers incentive programs and significant staff support to faculty who successfully apply for external grants.

Faculty who have served the University for at least six years of full-time service are eligible for sabbatical leaves. Additional awards and fellowships are available through the UOGP, the Humanities Institute, and the Social Science Research Institute. The CGS also offers career development awards to faculty to help seed international research. To date, we have awarded \$93,966 in research funding to 54 ABDs and 15 junior faculty plus an additional \$36,885 to UP and Commonwealth faculty at Dubois, Fayette, Hazleton, and Mont Alto (**CPP1**) to establish institutional/research linkages and/or to internationalize the curriculum.

Support for faculty innovation comes from a variety of sources, including the University's Strategic Plan seed grants, CGS, CALPER, the Humanities Institute, and the Schreyer Institute for Teaching Excellence. These programs offer grants and/ or teaching releases for team-teaching, learning and outcomes assessment, pedagogical development, and projects focused on pedagogical research programs. As an example of departmental commitment, the Department of Asian Studies awards \$5,000 seed grants each year to support collaborative work in Asian Studies either at Penn State or with other institutions. Additionally, faculty and staff can access professional development resources through the University's Learning Resource Network. CGS staff are required to conduct professional development activities annually as they relate to the NRC mission.

**B.1.c. Commitment to Students.** Generally speaking, tenure-line faculty at UP teach two courses a semester and are expected to devote approximately 30-40% of their time to teaching, advising, overseeing independent studies, supervising undergraduate and graduate theses and doctoral dissertations, and being involved in graduate student committees.

One of the most exciting aspects of the faculty-student interface involves embedded learning experiences that create a seamless connection between the traditional classroom and international cultures through short-term fieldwork projects. An excellent example is the Humanitarian Engineering and Social Entrepreneurship (HESE) program, an integrated learning, research, and entrepreneurship program that brings together students and faculty from all colleges in the rigorous research, design, field-testing, and launch of technology-based enterprises in low- and middle-income countries.

**B.2.a. Adequacy of Staffing for Administration and Outreach.** Staffing for the CGS has been highly efficient with the successful support of 100+ events annually, LCTL and research initiatives, career services, and more handled by two full-time staff (an associate director and a program coordinator), a half-time graduate assistant, and undergraduate interns. Staff members in the SGLLC backstop the CGS as needed. See § B.1a.

**B.2.b. Program Oversight.** The CGS has formulated three evaluative boards to oversee and provide feedback on its programs and activities. These board members – faculty, administrators, and K-12 educators – advise the CGS within the broader framework of Penn State and the region. Representatives from five **colleges** (including Education), two **administrative units**, two **Title VI centers** (Penn State’s LRC and Pittsburgh’s international NRC), two **on-campus institutes**, **Penn State Libraries**, and two **K-12 institutions** are among the board members ensuring a diversity of perspectives (**AP1**). See Appendix 1 for their profiles.

**B.3. Non-Discriminatory Employment.** Workforce diversity, cultural inclusiveness, and employment equity are deeply rooted in the University’s historic mission. Each academic unit, as part of its strategic plan has a diversity plan with specific policies and programs to achieve predefined objectives such as recruiting and retaining a diverse workforce and to diversify University leadership and management. Penn State demonstrates this commitment to diversity in its hiring practices, with racial/ethnic minorities representing 24% of full-time faculty, and 11% of full-time employees<sup>2</sup>. The University has many programs to assist employees such as affinity groups, mentoring programs, and designated staff members in the Affirmative Action office.

## C. IMPACT AND EVALUATION

Table 3.1 Select Global Studies Activities at a Glance		
Activity	Year 1: 2010-11	Year 7: 2016-17
CGS events organized/ supported	46	103
CGS faculty research support grants	\$6,000	\$16,330
Enrollment in International Studies/ GLIS Courses	108	671
Students studying Arabic	255	318
Students studying abroad (UP)	2,087	2,290
Students studying abroad (all Penn State campuses)	2,667	2,756

### C.1.a. Demonstrated University, Community, Regional, and National Impact. University-wide

Impact: The research agenda of the CGS includes extensive support for lectures, symposia, and workshops designed and implemented by faculty associated with our research teams. Through this broad, decentralized approach, in AY 2016-17, the CGS designed, organized, sponsored, and collaborated on

103 events that served the Penn State, K-12, and regional community. This represents a significant growth in the Center’s presence on and off campus, if measured against the 46 events during its first year of operations.

Beyond the events that bring some of the foremost U.S. and international scholars to UP, the CGS has supported student and faculty research in global studies through awards and travel

<sup>2</sup> “Full Time Employees by Race/Ethnicity”. *Penn State University Budget Office*. <https://goo.gl/YGyVje>. Accessed 13 June 2018.

grants. To date, we have provided \$114,524 in funding to 64 ABDs and faculty and an additional \$16,327 to eight faculty at Commonwealth campuses (**CPPI**) for research, linkages, and/or curriculum internationalization.

The CGS is strongly committed to undergraduate education<sup>3</sup> and training for global careers and global competency. We engage and mentor undergraduates through our internship program and by sponsoring and organizing events that help prepare them for global careers in government service, business, and non-governmental organizations. In 2017-18, the CGS co-hosted workshops on jobs and internships in the government, creating a federal resume, careers in diplomacy, and marketing one's study abroad experiences which reached 513 students University-wide.

Finally, the CGS has supported the development and instruction of new LCTL courses, the purchase of library materials, LCTL workshops, co-curricular activities such as language film series and cultural events, and professional development opportunities for language instructors. We have also hosted speakers to provide real world applications of language education.

Community-Wide Impact: Geographically, campus seamlessly integrates into downtown State College, so that students and community members alike can enjoy aspects of university and town life. All CGS events held on Penn State's campus are open to the public.

The CGS has partnered with the community library and the State Theatre to bring globally-focused programming to State College. Over the past six years, we have collaborated with the library to organize a semester-long language exposure and multicultural educational series for children, their parents, and the community. In Spring 2018, the series presented eight languages, which reached 305 community members. Penn State students from World Languages Education and Early Childhood Education both in the College of Education also attended to fulfill course

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<sup>3</sup> See section on "Regional Impact" below for information on the Penn State-Pittsburgh undergraduate symposium.

requirements. The CGS has continued a partnership with a local K-8 international baccalaureate school which, over the past seven years, has seen CGS interns translate their fields of study into global studies after-school clubs ranging in topics from Chinese Folklore and Mythology to Media to Comparative Politics. In AY 2016-17, the CGS began a partnership with Bellefonte Area High School that has continued. Guest speakers from countries including India, China, and Egypt visited the World Cultures, U.S. History, and AP European History classrooms of two social studies teachers to present to students. Additionally, the CGS's graduate assistant developed and presented a lesson on bias to prepare students to interact with guests from diverse cultures.

The CGS has supported K-12 teachers locally and nationally by developing instructional resources that are publicly available at our website. Furthermore, our teaching fellows program recognizes and provides professional development resources for K-12 teachers and community college educators who have shown a commitment to incorporating global studies into the classroom. We have offered workshops to teachers and faculty on topics such as the Middle East, South Asia, and sustainability. In AY 2014-18, these workshops were developed with the College of Education to help teachers meaningfully discuss global issues and current affairs.

Regional Impact. The Center's impact reaches well beyond the borders of the Centre Region. Through a robust partnership with the international NRC at Pittsburgh, we have reached the tri-state area (OH-PA-WV). During the current cycle, we co-hosted an annual Penn State-Pittsburgh undergraduate symposium and the Consortium for Educational Resources on Islamic Studies<sup>4</sup> research symposium that provided 86 students **and** faculty a platform to present their research to peers and the local community. In AY 2016-17, five CERIS events drew 349 university faculty

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<sup>4</sup> CERIS is a collaboration of academic, non-profit, and religious organizations in the OH-PA-WV area that facilitates program development and disseminates information on Middle East/Islamic Studies to students, faculty, and the public. CERIS is based at the University of Pittsburgh with Penn State as one of 32 member institutions.

and students, K-12 students and teachers, and community members.

For the last two years, the CGS co-sponsored the Pennsylvania Council on International Education's annual conference, which reached a total of 232 K-16 educators. Our programming has also influenced K-12 students across the state. In AY 2016-17 and 17-18, we co-sponsored the Pennsylvania High School United Nations' annual conference, which drew approximately 500 students state-wide to participate in simulations related to various aspects of international affairs. Finally, CGS has collaborated with Penn State Commonwealth campuses<sup>5</sup> (**CPPI**) to develop new courses and fund faculty travel for research, professional development, and international linkages. In AY 2018-22, we will continue to work with UOGP towards the internationalization of the Commonwealth's 19 campuses through workshops and the support of relevant initiatives (**CPPI**). National Impact: CGS funding has had a national impact via collaboration with Title VI centers throughout the U.S. to support the Midwest Institute for International/Intercultural Education's summer workshops for community college and MSI educators to develop globally focused curriculum, which are available on-line. The 2016-17 workshop reached 15 educators. Similarly, in AY 2016-17, we supported the Title VI University of Illinois' "Bridging Cultures Initiative" summer workshop designed to promote multicultural education, cross-cultural collaboration, and teacher development; nine U.S. secondary school teachers (including one local teacher) were selected to join international educators from the Global Institute for Secondary Educators to discuss educational policy, learn new pedagogical approaches, and develop curriculum.

The CGS also has publicly available curriculum and resources for educators on topics of global importance such as climate change and the Middle East<sup>6</sup>. Furthermore, our YouTube

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<sup>5</sup> As outlined on page 2

<sup>6</sup> Over an approximate 8 ½-month period (9/1/17-6/13/18), those K-12 resource pages were viewed 11,160 times with 8,179 unique views.

channel provides free access to recorded workshops, lectures, and interviews thereby multiplying the audience greatly; our video of renowned scholar Dr. Vijay Prashad's public lecture has garnered over 4,300 views while his interview with CGS interns has over 1,500 views. Our influence extends nationally due to the mentorship of undergraduate and graduate students through our internship and funding programs. Alumni of CGS programs have placed in higher education, federal employment, U.S. military service, and other key sector jobs (§ C.4 for placement details).

**C.1.b. Equal Access.** Penn State is committed to equal opportunity without regard to race, color, religion, age, sex, sexual orientation, gender identity, national origin, disability or protected veteran status in all aspects of employment and to foster diversity. In order to attract a diverse student population, Penn State has admissions offices in Philadelphia and Pittsburgh (as well as pipeline programs with schools and HBCUs) to offer admissions, financial aid, and career counseling to local college-bound students. Targeted recruiting, the prospect for degree completion, career development and placement, strong faculty engagement, a challenging and dynamic curriculum attuned to evolving societal needs, and financial assistance are all critical to the recruitment and retention of outstanding students. Every unit at Penn State, including the CLA which houses the CGS, has a plan to foster diversity. The CLA's 65-page plan includes strategies for developing a shared and inclusive understanding of diversity; recruiting and retaining a diverse student body and workforce; and developing a curriculum that fosters U.S. and international cultural competencies. The CGS, through its programming and dedication to the professional development of students, faculty, and staff, is committed to diversity and equal participant access. Our redesigned web site complies with accessibility standards allowing access to all users and across devices. Furthermore, CGS events are largely free and open to the public; all event publicity includes an ADA statement and contact information should anyone require accommodations or

have questions about physical access.

**C.2.a. Comprehensive evaluation plan.** The CGS will continue to use a comprehensive logic model evaluation plan that will draw on a variety of assessment tools to measure and demonstrate impact. One goal will be to serve as a model in assessing impact for sister programs.

1) **EVENT EVALUATION.** To effectively measure the NRC mandate to educate and provide appropriate training, the CGS will conduct surveys to gauge the knowledge gained, determine how it will be used, and produce quantifiable, outcome measure-oriented data. The results will be reported as narrative summaries to guide program improvement.

2) **K-12 OUTREACH EVALUATION.** The CGS will use pre- and post-workshop evaluations (to measure knowledge gained) and follow up with educators to measure the extent to which the curricular materials disseminated through and developed for workshops were integrated into the classroom; follow-up to determine implementation will take place six and 12 months post-workshop.

3) **LIBRARY ACQUISITIONS.** To date, the CGS has spent \$47,170 on the acquisition of materials related to our LCTL and global studies priorities including a \$1,000 grant awarded by CERIS in 2012. The majority of the materials purchased were based on faculty, instructor, and researcher requests. Some materials have been used in classes and for outreach (books on reserve, films shown in class, Arabic children's literature for story time).

The CGS will assess faculty and student satisfaction with the language and global studies collection through an online survey administered in the spring for a two-week period. In addition to the survey, we will work with University librarians to gather further data on the impact of materials purchased using NRC funds.

4) **OVERALL EVALUATION.** The CGS directors will compile a report at the end of each fiscal year to document progress in achieving the NRC goals described in Table 1.0. This annual report will be reviewed by our three advisory boards (§ B.2.b). Our goal is to develop an evaluation tool that will enable board members to provide quantitative and qualitative feedback to allow us to determine the value of Center association for faculty, students, and K-12 teachers.

5) **EXTERNAL EVALUATION.** The CGS has budgeted funds in Year 3 to support an external evaluation of its curricular, research, and training initiatives. The evaluator will be a faculty member who has experience directing an NRC.

All components of the evaluation process will be ongoing from the start of the project, thus providing periodic feedback for program improvement. See Appendix 4 for more information.

**C.2.b. Use of Recent Evaluations.** Event evaluations have been used for planning and implementing future programming. For example, participants in K-12 teacher's workshops requested increased interaction in future workshops and increased focus on their specific disciplines. We applied this feedback through finding current full-time teachers to lead workshops who could speak to their experience in the classroom and through consistently planning for small group activities and breakout sessions. Feedback from the 2018 undergraduate research symposium was positive, with 90% of the presenters indicating that the event met their expectations, helped them improve their presentation skills, and enabled them to learn more about different topics. Suggestions such as a scoring rubric with increased focus on content, increased time for presentations and discussion, and the ability to present to a wider audience will be implemented in 2019. For more information on our evaluation plan, see Appendix 4.

**C.3. Addressing National Needs and Dissemination of Information.** *NRC:* See §A.1. for information on the degree to which proposed CGS activities meet national needs. The CGS

disseminates information through media outreach and publications (both virtual and print) as well as through collaboration with University and community organizations. See §I.2.

*FLAS*: FLAS fellows issue from a variety of Penn State programs and represent a range of academic, ethnic, and socioeconomic backgrounds. Over 90% of the undergraduate FLAS fellows have paired a LCTL major or study with another discipline such as political science, history, international affairs, or security and risk analysis; they continue to improve their language proficiency beyond their fellowship years as they make progress toward graduation, enter graduate programs, and/or enter into professional roles. Some fellows (those in Russian, Arabic, Japanese, and Korean, for example) have already demonstrated a commitment to teaching the languages and cultures they studied.

<b>Table 3.2: NRC Undergraduate Placement for AY 2015-17</b>		
<b>Sector</b>	<b>Chinese Major</b>	<b>Arabic &amp; Chinese Minors</b>
Elementary or secondary education	2	0
Federal government	0	1
Graduate study	1	5
Higher education	1	11
Int'l organization (U.S.)	1	0
Int'l organization (non-U.S.)	1	1
Private sector (for profit)	12	44
Private sector (non-profit)	0	2
State or local government	0	4
U.S. military	1	1
<b>TOTAL</b>	<b>19</b>	<b>69</b>

#### **C.4. Undergraduate and Graduate**

##### **Enrollment and Placement Data.** *NRC*:

A survey of AY 2015-17 undergraduates, which yielded a 57% response rate, showed that their degrees enabled them to pursue a range of activities from graduate study to careers in K-12 education, U.S.

government, higher education, international organizations in the U.S. and abroad, the U.S. military, and the private sector (Table 3.2).

*FLAS*: Penn State was first awarded FLAS in AY 2014; as a result, more than 50% of our fellows are still enrolled at the University. FLAS fellows who have graduated are pursuing employment in key sectors such as higher education, international organizations, the private sector, the federal

government, and the U.S. military. Three undergraduate fellows were awarded Fulbright fellowships to Bulgaria, Azerbaijan, and the Czech Republic (Table 3.3).

<b>Table 3.3 FLAS Placement AY 2015-18</b>							
<b>Sector</b>	<b>Arabic</b>	<b>Chinese</b>	<b>Japanese</b>	<b>Korean</b>	<b>Portuguese</b>	<b>Russian</b>	<b>TOTAL</b>
<b>Undergraduate</b>							
Fulbright fellowship						3	3
Graduate study		1		1		5	7
Higher education	1	1				1	3
Int'l organization (U.S.)		1					1
Private sector (for profit)		1	2			1	4
U.S. military		1				2	3
<b>Graduate</b>							
Federal government	2						2
Higher education		1			1		2
Int'l organization (U.S.)	2						2
Int'l organization (non-U.S.)		1					1
Private sector (for profit)	2						2
Private sector (non-profit)					1		1
<b>TOTAL</b>	<b>7</b>	<b>7</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>12</b>	<b>31</b>

#### **D. INSTITUTIONAL COMMITMENT TO THE SUBJECT AREA**

Encouraging “global citizenship” and promoting global understanding have long been core values at Penn State. Now with approximately 46,610 students enrolled at the UP campus, including over 7,271 international students or 6.4% of the total resident enrollment, globalization of our curriculum and community is of the highest priority for the University. In 2010, the University’s strategic plan called for “Penn State [to] realize its potential as a global university.” The 2016-22 strategic plan weaves foundational elements such as “Fostering and Embracing a Diverse World” and “Enhancing Global Engagement” throughout its thematic priorities. The University’s commitment to global education is evident in its seed grant initiatives, burgeoning international curriculum, event programming, collaborative international research, undergraduate and graduate program growth, and study abroad. This commitment to internationalization is further demonstrated via the support and establishment of new programs and centers including the African Feminist Initiative, Peace Corps Fellowship Program, and the Master of Public Policy program (Fall 2019 start).

**D.1. Center and Program.** In 2010, when Penn State was awarded one of 11 highly competitive NRC grants, the University responded by committing significant financial and human resources to ensure its success. The resulting Center for Global Studies is the only federally-funded unit at Penn State that supports research, teaching, and outreach in global studies. In our first two cycles, we worked with academic departments and administrative units to expand the University's commitment to global studies. We supported over 100 events annually and collaborated with UOGP on multiple global initiatives. During the proposed cycle, the University has committed an average \$295,698 **annually** towards faculty, administrative, and graduate assistant support, discretionary spending, and student support. See §A.3 for details on **resource leveraging** and the **financial resources** committed to the CGS by Penn State.

**D.2. Teaching Staff.** Few academic units at Penn State lack a global component to their core mission. Departments including Comparative Literature, Asian Studies, History, and Geography, and globally-oriented fields within larger programs, such as the International Program in Aging Research in the Department of Human Development and Family Studies demonstrate the campus-wide presence of global interests (Table 4.1). For financial support for faculty, see § B.1.b.

Table 4.1 Summary of Select Departments and Faculty Numbers		
Unit Title	Faculty	Degrees
School of International Affairs	12 tenure-track 1 non-tenure 32 affiliate	Master's in International Affairs (M.I.A.), Integrated Undergraduate/Graduate (IUG) Program, Joint JD/M.I.A.
Dept. of Comparative Literature	23 tenure-track 7 non-tenure 1 affiliate 2 post docs	Comparative Literature major, minor, M.A. & Ph.D.
Penn State Law	34 tenure-track 7 non-tenure 11 affiliate 14 adjunct	Joint JD/M.I.A.; Concentration in International Law (JD and LL.M.)
Dept. of Asian Studies	31 tenure-track 16 non-tenure	Asian Studies major and minor, dual degree Ph.D.; Chinese major & minor; Japanese major & minor; Korean minor; IUG with SIA
School of Information Science & Technology (IST)	33 tenure-track 22 non-tenure 20 affiliate	IST B.A. M.S., Ph.D.; Security and Risk Analysis B.S.; Cybersecurity Analytics and Operations B.S. with Geopolitics concentration; Global Security minor (offered jointly with Political Science); Master of Professional Studies in Homeland Security

<b>Dept. of Political Science</b>	33 tenure-track 8 non-tenure 6 affiliate	Political Science B.A./B.S., minor, M.A., & Ph.D.; Social Data Analytics B.S.; International Politics B.A.; Global Security minor (offered jointly with IST)
<b>Dept. of Comparative &amp; International Education</b>	16 tenure-track 14 affiliate	Dual-Title Comparative & International Education M.S. & Ph.D.
<b>Dept. of Geography</b>	25 tenure-track 20 non-tenure	Geography B.A./B.S.; minor; undergraduate certificate in Environment and Society, Human Society, and Justice, Ethics, Diversity in Space; M.S. & Ph.D.; Master of Geographic Information Systems; graduate certificates in Geographic Information Systems; Remote Sensing and Earth Observation; and Geospatial Intelligence.

**D.3. Library Resources.** In AY 2015-16, the library purchased \$21,743,273 in acquisitions of which approximately 30% were global studies related. Total salaries and wages for professional staff during this same period was \$13,976,085. Library expenditures in global studies related materials have grown due to increased hiring of multilingual faculty and greater international collaboration. In addition, the University has a number of librarians dedicated to acquisitions in major global regions. For example, the University employs full-time librarians for Asian Studies, Middle East Studies, and Germanic and Slavic Languages and Literatures among others. During AY 2014-18, the CGS contributed \$36,172 towards enhancing the library's holdings related to our core themes and languages. For more information, see § E.

**D.4. Linkages with Overseas Institutions.** Colleges across Penn State have ties with academic institutions relevant to global studies. At the university level, the UOGP is actively pursuing innovative ways to expand and enhance international partnerships in order to realize the University's strategic goal of building a "Global Penn State." One major area of growth is the Global Engagement Network (GEN)<sup>7</sup>, which aims to build deep and broad alliances with established institutional linkages or create new ones in "gap" areas rather than to build or operate campuses in other countries. With 10 GENs – in China, India, South Korea, Peru, Germany,

<sup>7</sup> A GEN is a network of faculty and administrators at Penn State and overseas peer institutions that work cooperatively to build teaching, research, and service linkages for faculty and students alike.

Croatia, Burkina Faso, Australia, and South Africa – at various stages of development and operation, there is a strong infrastructure for supporting research initiatives, faculty exchanges, and student experiences within and across these networks. During the proposed cycle, the CGS will work with the South Africa GEN to explore bilateral research linkages in human rights with the University of Cape Town, for example.

Another major focus of UOGP is the Water-Energy-Food Systems initiative that aims to create research and faculty exchanges and student experiences within and across a network of academic, public and private sector institutions in the U.S. and Sub-Saharan Africa<sup>8</sup>.

For students, Penn State currently offers nearly 300 study abroad programs each year to locations across six continents. In Asia, for example, UOGP offers 31 study abroad programs in China, Bhutan, Cambodia, Japan, Singapore, South Korea, Taiwan, and Thailand. Penn State is also a leader in sending students and faculty overseas on Fulbright Awards. In the past ten years, 102 faculty and staff have been awarded Fulbright grants; nearly 29% of the awardees came from Penn State campuses other than UP.

<b>Table 4.2 Examples of Foreign Engagement Across Campus</b>	
<b>College/School</b>	<b>Overseas Focus</b>
<b>College of Communications</b>	Embedded programs; courses offered in the Czech Republic, England, Brazil, China, Mexico, and South Africa
<b>College of Earth &amp; Mineral Sciences</b>	Embedded program in Bulgaria; Dalian Univ. (China); and International Internships in Materials (IIM) program in nine countries across Asia and Europe
<b>College of Education</b>	Sogang Univ. (S. Korea); Humphrey Fellowship Program in Africa, Asia, Latin America, the Caribbean and the Middle East; and extensive student teaching abroad programs
<b>College of Engineering</b>	Global Engineering Education; National Univ. of Singapore (NUS); Hochschule Pforzheim Univ. (Germany); and extensive study abroad
<b>College of the Liberal Arts</b>	Nanjing Univ. (China); Dalian Univ. (China); NUS; Australian National Univ.; Ibaraki Univ. (Japan); Univ. of Franche-Comté (France); and extensive study abroad
<b>Eberly College of Science</b>	Extensive study abroad programs in Europe, Asia, Africa, and Australia
<b>SIA</b>	International internships and semester and short term study in seven locations worldwide

<sup>8</sup> WEFS seeks to address the significant scientific, social, environmental, and engineering challenges at the water-energy-food nexus. W. African partners include the University of Ibadan (Nigeria), the International Institute for Tropical Agriculture, the International Institute for Water and Environmental Engineering (Burkina Faso), and the Edo State Government (Nigeria) with similar partnerships in development for E. Africa. Penn State partners include the Colleges of Agricultural Sciences and Earth and Mineral Sciences, the Sustainability Institute, and the CGS.

<b>College of Business</b>	Center for Global Business Studies; international internships; and study abroad
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**D.5. Outreach Activities.** As a public land grant university, Penn State has always viewed outreach as part of its core mission. Penn State Outreach, the largest outreach organization in higher education today, applies research and knowledge to meet the social, cultural, and economic issues facing Pennsylvania, the nation, and the world by reaching learners in all 67 Pennsylvania counties, 50 states, and 62 countries. This is achieved primarily through Penn State’s World Campus with over 150 online degree and certificate programs enrolling nearly 18,000 students. Outreach to regional high schools and colleges encourages students to learn new foreign languages and explore internationally-focused area studies; these interests are further supported through the Summer Language Institute and the CGS. Table 9.1 highlights the scope of our outreach activities.

**D.6.a. Undergraduate Students in Fields Related to Center.** Penn State remains strongly committed to the notion that all undergraduates student should gain international knowledge/ experience during their collegiate career. The general education requirement includes a three-credit “International Cultures” course with explicit cross-cultural content. Study abroad programs offer real-world educational vehicles to gain exposure to learning situations that necessarily involve cross-border and/or multinational interactions. The CGS’s proposed core themes align well with the interests of several undergraduate majors, including the five tracks of the Global and International Studies (GLIS) program, to provide those students and others with enhanced programming, networking, and research support. See § H.1.a. for more information about GLIS.

Penn State offers 17 different languages including LCTLs such as Korean, Swahili, and Portuguese. The University, sometimes through grants it has received, offers several scholarship options for students interested in language learning; for example, students who enroll in the federally-funded StarTalk Arabic Academy may receive tuition coverage of up to 90%. Similarly, the Summer Language Institute offers scholarships for students of Chinese, Korean, Hindi,

Portuguese, and Russian.

In AY 2016-17, according to the Institute for International Education's *Open Doors* database, Penn State ranked 18<sup>th</sup> among U.S. research universities for study abroad enrollment, with 2,290 students in 53 countries. The UOGP offers eight types of scholarships, including Whole World scholarships of up to \$2,000 to encourage study in nontraditional locations. In AY 2016-17, UOGP awarded \$192,430 in undergraduate study abroad scholarships, more than \$78,000 of which was for nontraditional locations. Students can also access funding through the Paterno Fellows Program (CLA only) and Schreyer Honors College (University-wide), which holds “building a global perspective” a key part of its mission. Students in the CLA may apply for enrichment funds of up to \$2,500 for education abroad, participation in faculty research, or internships. GLIS majors who study abroad can receive at least \$1,000 in enrichment funds. Study abroad funding is also available to students in colleges including Engineering, Business, and Science.

**D.6.b. Graduate Students in Fields Related to Center.** In AY 2016-17, 2,803 graduate students were funded by assistantships, 279 by fellowships, and 376 as postdocs. Stipend levels vary by appointment; for example a 50% Grade 13 assistantship provides a stipend of \$20,520 while a University Graduate Fellowship is funded at \$28,750, in both cases with benefits. The CLA has increased graduate support by more than \$2 million over the last decade offering enhanced financial packages for about one half of the new students they enroll each year. All CLA Ph.D. candidates have multi-year funding (stipend, grant in aid, and health insurance), with the exception of those on external multi-year fellowships. In addition, about 40% of CLA’s 625 continuing graduate students receive some form of support above their basic stipends; the CLA offers additional support for graduate students in strategic programs such as the Innovative Graduate

Education and Research Training. Students in Political Science and Sociology who participate in this interdisciplinary program can receive a dual-title Ph.D. in Social Data Analytics; there are many other dual-title graduate programs University-wide.

## **E. STRENGTH OF LIBRARY**

**E.1. Library Holdings.** Penn State University Libraries rank seventh among North American research libraries, based on the Association of Research Libraries (ARL) Library Investment Index Rankings for 2015-16 reported in the *Chronicle of Higher Education*. In AY 2015-16, PSUL spent \$21,743,273 on acquisitions. As of AY 2016-17, there were 6,521,611 volumes in our collection along with 1,929,711 electronic books, 828 online databases, and approximately 244,993 print and electronic serials. In AY 2016-17, PSUL's circulation was 320,420; with a professional faculty and staff of 293 at University Park and 385 overall, PSUL handled 44,605 reference transactions. One of the key missions of the library has been to acquire one of the strongest international documents collections in the country. During AY 2014-18, the CGS contributed a total of \$36,172 in NRC funds towards enhancing the library's holdings in our core themes and languages. PSUL has materials in 97 languages including Russian, Korean, and Tagalog, Armenian, Persian, Basque, and Swahili. For example, in AY 2016-17, PSUL spent \$76,200 on Chinese, \$19,700 on Japanese, \$600 on Korean, and \$9,200 on Russian. For more information on how the CGS supports library acquisitions for faculty and students, see §A.1.

**E.2. Institutional Financial Support for Acquisitions and Staff.** The University has a number of full-time librarians dedicated to acquisitions in major global regions such as Asian Studies, Slavic Languages and Literatures, and Middle East Studies. In 2016, PSUL created a new position, a global partnerships and outreach librarian, which supports international library acquisitions, international education, and international student library instruction. This position also acts as a

liaison to Penn State's Global Engagement Network<sup>9</sup>. In AY 2015-16, the library spent \$13,976,085 on salaries and wages for staff; due to privacy restrictions, however, we are unable to determine the amount dedicated to LCTL and area studies librarians. PSUL supports World Campus and Continuing and Distance Education students via the electronic delivery of materials, including those from Project MUSE, JStor, the Digital Resources Center, and the Library Distance Learning delivery program.

**E.3. Reciprocal Access to Information.** PSUL has one of the strongest and most active interlibrary loan systems in the country, granting the same access to materials to all students and faculty. In AY 2016-17, PSUL filled 77,452 requests from other libraries. Important consortia memberships include the Center for Library Initiatives within the Big 10 Academic Alliance (BTAA), the Pennsylvania Academic Library Consortium, and Lyrasis, which enable reciprocal borrowing and provide support for consortia licensing of electronic resources and programs for the advancement of scholarly communication ventures. The libraries of the BTAA have partnered with Google to digitize a comprehensive collection of U.S. federal documents accessible through Google Book Search, with copies being returned to the HathiTrust Digital Repository, where the materials can be universally accessed. Penn State is also a member of the Center for Research Libraries, the Association of Research Libraries, and the Association of College and Research Libraries' Diversity Alliance. In 2016, PSUL became the first educational institution to partner with Short Edition, a French company that supports the arts and humanities globally by sharing original creative writing in print and online. In 2018, PSUL began collaborating with the community library on a reciprocal materials service program that seeks to benefit town and gown while saving costs for both institutions.

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<sup>9</sup> See p. 22.

## F. QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

Table 6.1 Select Non-Language Global Studies Courses					
Subject	Humanities	Arts	Social Sciences	Science and Engineering	Total
Chinese	0	1	0	0	1
Russian	10	1	0	0	11
Korean	4	1	0	0	5
Middle East Studies	45	1	6	0	52
Sustainability	9	0	77	31	117
Media	23	4	38	3	68
Global Health	6	0	55	7	68
Rights and Security	21	0	39	0	60
Other	300	51	36	6	393
<b>TOTAL non-language courses</b>	<b>418</b>	<b>59</b>	<b>251</b>	<b>48</b>	<b>775</b>

### F.1.a. Course Offerings in a Variety

of Disciplines. Table 6.1 summarizes select Penn State non-language global studies undergraduate courses pertaining to our areas of focus.

### F.1.b. Availability of Course offerings in Professional Schools.

All Penn State undergraduate students, including those in the

Table 6.2 Select Professional School Courses in Global Studies
<b>School of International Affairs (SIA)</b>
INTAF 501: "Water and Sustainable Development"
INTAF 503: "Hazards, Disasters, and International Affairs"
INTAF 510: "Cross Cultural Conflict Resolution"
<b>Smeal College of Business</b>
MGMT 561: "Global Strategy and Organization"
IB 497: "Sustainability and International Business"
MKTG 445: "Global Marketing"
<b>College of Communications</b>
COMM 350: "Comparative Media Cultures"
COMM 410: "International Mass Communications"
COMM 419: "World Media Systems"
<b>Penn State Law</b>
INTR 997: "Global Lawyering for the 21 <sup>st</sup> Century"
ULWR 968: "International Human Rights Seminar"
IHSCD 900: "International Sustainable Developments Law Clinic"

professional schools, take 45 credits of General Education distributed across the natural sciences, social sciences, arts, health and wellness, and humanities, and essential skills. Global studies courses are available to students in professional schools either as general education and international cultures courses, or as technical and free electives.

In general, enrollment is not restricted except through course prerequisites and space limitations. The undergraduate minors

described in § H.1.a. are open to all students. Four minors (International Agriculture, Global Health, International Business, and International Business Administration) are offered by colleges

with large professional programs. Table 6.2 shows examples of professional school courses with an international/global studies focus open to graduate students in any program.

**F.2. Depth of Specialized Course Coverage.** Penn State's greatest strengths in global studies appear in the departments that offer advanced degrees in their fields, with structured curricula addressing both breadth and depth. Undergraduate students majoring in Global and International Studies (GLIS) begin by taking core courses on globalization and the pathways to Global Studies before specializing in one of five thematic areas. In the School of International Affairs, students (graduate and IUG) begin by completing a core curriculum that grounds them in the mechanisms, institutions, and traditions of international exchange. In their second year, they take courses specific to their concentration and complete a capstone experience.

Penn State's Master of Public Health (MPH) offers a Global Health certificate that allows students to participate in a specialized 12 credit curriculum in order to demonstrate their knowledge of (1) major issues in global health, (2) how various global health systems interact, and (3) the social, political, and cultural determinants related to health and health systems. Every student in the program, participates in an internship and a capstone experience.

**F.3.a. Teaching Faculty Associated with Center Programs.** Over the last decade, Penn State teaching faculty, both tenure-track and sometimes fixed term, have become increasingly internationally-engaged by virtue of their own research and scholarly interests and due to the impact of globalization on scholarship. Faculty across the University collaborate with international partners as part of cross-border, cross-cultural teams and research alliances. In addition, faculty hiring over recent years has become more oriented towards ensuring a global focus, especially in the Liberal Arts, Business, and Law.

The CGS boasts over 202 affiliated faculty members at various stages in their careers, who

conduct globally focused research and teach global studies courses (Appendix 1). All of our lead and primary affiliated faculty are full professors. As an example of the faculty range within one of the academic programs with which the CGS is associated, GLIS has 22 core faculty, 23 faculty on its advisory board, and two faculty directors. GLIS faculty come from colleges and schools University-wide including the College of the Liberal Arts, the College of Health and Human Development, and the School of International Affairs.

**F.3.b. Pedagogy Training for Teaching Assistants (TAs).** There are many resources and training opportunities for TAs at Penn State. Generally speaking, TAs are trained through departmental orientations, regular instructor meetings, professional development opportunities, and mentorships with faculty. In the Department of Health Policy and Administration (HPA), for example, TAs go through a standardized orientation with faculty providing mentorship, supervision, and evaluation. HPA TAs are encouraged to attend the department's Teacher and Learning seminars and to use resources offered by the Schreyer Institute for Teaching Excellence.

TAs in the Department of Comparative Literature participate in an annual orientation and are required to take a semester-long pedagogy seminar in which they are trained on theories and practices of teaching, including topics such as academic policies, professional ethics, diversity and inclusion, assessment, and strategies for teaching success; additionally, they work with a faculty mentor who provides guidance and observes and evaluates their teaching. TAs in many other departments also have orientation and pedagogy coursework requirements, and use online resource-sharing and discussion groups on best pedagogical practices.

The Schreyer Institute for Teaching Excellence (SITE) offers online and in-person resources for graduate instructors in all fields. Additionally, students can complete the "Instructional Foundations Series" certificate program, which incorporates workshops, group discussions, and

classroom observations to assist new instructors or SITE's "Course in College Teaching," to receive feedback on their teaching, discuss pedagogical research, and develop effective lessons. SITE consultants work with TAs on a range of pedagogical issues from course design and teaching strategies to course evaluations. They also provide customized pedagogy workshops to departments. Other College- or University-based certificates for teacher training are also available.

#### **F.4. Interdisciplinary Course Offerings for Undergraduate and Graduate Students.**

Internationally-focused and area studies programs at Penn State thrive on their interdisciplinary curricula and resources. Faculty affiliated with Asian, Latin American, and African-American, and African Studies, for instance, have joint appointments with other academic departments. Almost all degrees that are international in content, such as Global Health and International Agriculture, are interdisciplinary even when housed in specific disciplines. Courses in Global and International Studies take an interdisciplinary perspective on global studies, utilizing the humanities and social sciences to explore topics like globalization and language policy. At the graduate level, the University offers 18 dual-title graduate degrees that combine disciplines.

### **G. QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM**

**G.1. Extent of Language Instruction.** *Overview of the Language Program:* As a graduation requirement, all B.A., some B.S. degrees and others, totaling 32% of baccalaureate degrees awarded, require 12<sup>th</sup>-credit level proficiency in a language other than English; this usually equates to three semesters<sup>10</sup> and/or equivalent summer intensive study or study abroad. Penn State UP regularly offers instruction in 17 languages<sup>11</sup>. Majors are available in Chinese, French, German, Italian, Japanese, Russian, and Spanish, with minors available in these same languages plus

<sup>10</sup> Language 001, 002, 003

<sup>11</sup> Arabic, Chinese, French, German, Greek, Hebrew, Hindi, Italian, Japanese, Korean, Latin, Portuguese, Russian, Spanish, Swahili, and Ukrainian plus occasional offerings in Akkadian, Assyrian, Middle Egyptian, Mayan, early Germanic languages, etc.

Arabic, Greek, Hebrew, Latin, Korean, and Portuguese. In addition, Master's degrees and Ph.D.s are available in several languages. The study of languages is encouraged through numerous initiatives including UOGP's programs abroad, the Summer Language Institute, StarTalk Arabic Academy, and the Big 10 Academic Alliance CourseShare. Enrollment in the Summer Language Institute, which offers about a dozen languages, grew by 77% between 2007 and 2013 (Table 7.3 provides 2017 enrollment data). Penn State offers 119 study abroad programs that are specifically conducted in foreign languages; Table 7.1 highlights programs related to our LCTLs.

Table 7.1 Study Abroad Programs Related to CGS-supported LCTLs				
Language	Program	Provider	City	Country
MANDARIN	CRCC Asia: Shanghai Internship Program (Summer)	CRCC	Shanghai	China
	CIEE: Shanghai, Accelerated Chinese Language	CIEE	Shanghai	China
	CIEE: Shanghai, Accelerated Chinese (Summer)	CIEE	Shanghai	China
	CIEE: Shanghai, Business, Language & Culture	CIEE	Shanghai	China
	CIEE: Shanghai, China in a Global Context	CIEE	Shanghai	China
	CIEE: Taipei, Intensive Chinese & Culture	CIEE	Taipei	Taiwan
	Chinese University of Hong Kong (Exchange)	PSU	Hong Kong	China
ARABIC	CIEE: Amman, Arabic Language	CIEE	Amman	Jordan
	CIEE: Amman, Arabic Language (Summer)	CIEE	Amman	Jordan
	CIEE: Amman, Middle East Studies	CIEE	Amman	Jordan
	CIEE: Amman, Middle East Studies (Summer)	CIEE	Amman	Jordan
	IES Study in Rabat	IES	Rabat	Morocco
	IES: Rabat, Arabic Language (Summer)	IES	Rabat	Morocco
KOREAN	CIEE: Seoul, Arts and Sciences	CIEE	Seoul	S. Korea
	CIEE: Seoul, Korean Studies (Summer)	CIEE	Seoul	S. Korea
	Dept. IST: Seoul, Sungkyunkwan University (Exchange)	PSU	Seoul	S. Korea
	Seoul: Sogang University (Exchange)	PSU	Seoul	S. Korea
RUSSIAN	CIEE: St. Petersburg, Russian Area Studies (Summer)	CIEE	St. Petersburg	Russia
	CIEE: St. Petersburg, Russian Language	CIEE	St. Petersburg	Russia
	CIEE: St. Petersburg, Russian Language (Summer)	CIEE	St. Petersburg	Russia

**CGS-supported languages:** During the proposed cycle, the CGS will focus on **four LCTLs of global importance** – Chinese, Arabic, Korean, and Russian. We have chosen these languages for their strategic connection to global studies research and for our ability to enhance them at distinct degrees of curricular development and institutional support. We will adopt a three-tiered agenda to (1) take a strong Chinese program and help it achieve Flagship status, (2) enhance support of

the developing Arabic program to move it towards an undergraduate major when feasible, and (3) help Korean and Russian move towards expanded course offerings. This approach builds directly into our mission of *crossing boundaries and building bridges* by enhancing the University's commitment to three key global regions of increasing geopolitical relevance, advancing the level and content of LCTL instruction, and intersecting language instruction with research and career development. The CGS will work with the SIA, Schreyer Honors College, and CLA's Career Engagement Network to host career sessions that address the national need for expertise in these LCTLs and their world regions.

**1. Chinese.** The Chinese major requires at least 35 credits of study of which at least 21 credits must be at the 400 level, while the minor requires a minimum of 18 credits. Independent and individual studies are available on demand. Students are strongly encouraged to take at least 12 credits as part of a study abroad program in a Chinese-speaking location. The Chinese program has been growing steadily and intends to apply for Flagship status through the Department of Defense. In 2017, the Department of Asian Studies hired a full-time lecturer for Chinese. The department has maintained a vibrant, multi-dimensional exchange program with Nanjing University through a collaborative project funded by the Luce Foundation. The program has sponsored academic exchanges between Penn State and Nanjing at the undergraduate, graduate, and faculty levels. The bilateral partnership has resulted in academic workshops, lectures, and conferences, graduate student exchanges, and undergraduate student participation in embedded trips. With Title VI support, the CGS would enhance an already robust program by conducting language trailer courses in Chinese at the 400 level every year starting in Spring 2019 and tied to courses in a range of disciplines including business. This program would make it possible for students to have more advanced language training and would move Penn State closer to achieving

Flagship status.

**2. Arabic.** The Department of Comparative Literature and the CGS have been working cooperatively to increase capacity in Arabic and support the University's goal of promoting diversity in the range of languages and cultures that students can study. The Arabic minor provides students with a solid working knowledge of modern Arabic language, cultures, and societies. Students undertake three years of language study in which education abroad can be incorporated. CGS began supporting the program in 2011 and helped to develop additional courses for the new Arabic minor. The program has grown since then; in 2016-17, 21 students graduated with an Arabic minor while 382 students took Arabic courses. Similarly, the number of course offered increased from 23 in AY 2015-16 to 27 in AY 2016-17.

In addition to AY offerings, the first four semesters of Arabic have been offered through the Summer Language Institute since 2016 and for 10 years a summer offering of Arabic 001 has been supported by the federal StarTalk initiative that provides high school and college students including under-served students, with an intensive program that includes classes, immersion activities, and individualized peer-to-peer videoconferencing with Arabic-speaking students overseas. Penn State has shown significant commitment to advancing the study of Arabic with the recent hiring of two tenure-line faculty Arabists in Comparative Literature and a second full-time lecturer for Arabic in 2018. Additionally, language instruction has been supplemented in several years by the presence of a Fulbright Foreign Language Teaching Assistant (FLTA). Title VI will strengthen the curriculum by supporting new course development and instruction.

**3. Korean.** The Korean minor provides students with a good working knowledge of Korean language, culture, and society in order to broaden their horizons and sharpen their awareness of Korea in this era of internationalism and globalization. The minor requires a minimum of 18 credits

of which at least six must be at the 400 level. Independent and individual studies are available. Students are strongly encouraged to participate in a study abroad program. In 2017, the program hired two lecturers and has approval for a tenure-track Koreanist with a joint appointment in Asian Studies and Comparative Literature. Title VI funding would enable Korean to expand its 4th year offerings (to include KOR 403 and KOR 404) as an initial step towards the establishing the major.

**4. Russian.** Penn State offers students many options to integrate Russian language study including a B.A., a B.S. in translation, a language minor, an area studies minor, and an Integrated Undergraduate degree with International Affairs. The Russian minor requires a minimum of 19 credits while the major requires at least 28 credits of which at least 18 must be at the 400 level. Independent and individual studies are available. Students are advised to combine their study of Russian with another foreign language, English, History, Political Science, the Russian Area Studies minor, the Business/Liberal Arts minor, or the Linguistics minor. Title VI support will assist in the development of further language courses at the advanced level.

<b>Language</b>	<b>UG Enrollment</b>	<b>Graduate Enrollment</b>	<b>Total</b>
<b>Arabic</b>	304	13	317
<b>Chinese</b>	568	14	582
<b>Hindi</b>	42	0	42
<b>Japanese</b>	549	9	558
<b>Korean</b>	385	2	387
<b>Polish</b>	11	0	11
<b>Portuguese</b>	56	5	61
<b>Russian</b>	196	6	202
<b>Swahili</b>	15	2	17
<b>Ukrainian</b>	53	0	53

**G.2. Enrollment.** As shown in Tables 7.2 and 7.3 (p. 36), enrollment in language courses varies according to student and course level with higher enrollment in the lower level sequence of language courses (001-003). Penn State is committed to

offering LCTLs as well as more commonly studies languages. LCTLs in highest LCTLs in highest demand among our students include Arabic, Chinese, Japanese, Korean, and Russian.

Table 7.3 2017 Summer Language Institute Enrollment for LCTLs by Student Level				
Course Number	UG	Graduate	High School	TOTAL
ARAB 001	7	13	1	21
ARAB 002	5	1	1	7
ARAB 003	8	0	0	8
ARAB 110	5	0	0	5
ARAB 497G	10	0	0	10
CHNS 002	2	0	0	2
CHNS 003	2	0	1	3
CHNS 110	1	0	0	1
CHNS 410	1	0	0	1
CHNS 497	2	0	0	2
HINDI 001	0	7	0	7
JAPNS 001	9	0	2	11
JAPNS 002	9	0	0	9
JAPNS 003	4	0	0	4
JAPNS 110	3	0	0	3
JAPNS 410	4	0	0	4
KOR 001	3	2	1	6
KOR 002	2	0	1	3
RUS 001/051	5	1	0	6
RUS 002/052	5	0	0	5
<b>TOTAL</b>	<b>87</b>	<b>24</b>	<b>7</b>	<b>118</b>

### **G.3. Extent of Language Training.**

Arabic, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Latin, Portuguese, Russian, and Spanish are taught at the advanced level; Chinese, French, German, Italian, Japanese, Latin, Portuguese, Russian and Spanish also offer advanced literature courses. Penn State offers Korean, Polish, Serbo-Croatian, Swahili, and Ukrainian at the intermediate level.

### **G.4. Courses in Disciplines Other than Language, Linguistics, and Literature.**

A substantial number of **content driven courses** delivered in the target language are available across the language curriculum. The Arabic, French, Chinese, German, Greek, Italian, Japanese, Latin, Polish, Portuguese, Russian, and Spanish programs/ departments all offer courses that focus on culture or history delivered in the target language. In our current cycle, with Title VI support, the Chinese program developed and offered five language trailer courses taught in Chinese. As the Chinese program moves towards Flagship status, we will see more courses in disciplines outside of the humanities.

**G.5.a. Language Faculty.** Language faculty are selected and supervised by the relevant world language department. Students have additional opportunities for interaction with native language speakers through conversation groups, coffee hours, and other extracurricular activities. Basic

<b>Table 7.4 Language Faculty Distribution AY 2017-18</b>			
<b>Language</b>	<b>Tenure Track</b>	<b>Non-Tenure- Track</b>	<b>TAs</b>
Arabic	2	3	0
Chinese	8	6	1
French	11	7	21
German	9	4	10
Greek	2	1	0
Hebrew	0	1	0
Italian	2	10	0
Japanese	5	4	1
Korean	2	4	0
Latin	3	2	0
Polish	0	1	0
Portuguese	2	1	0
Russian	2	3	0
Spanish	12	33	17
Swahili	0	0	1
Turkish	0	1	0
Ukrainian	1	0	1

courses in some languages such as Arabic and Chinese are typically staffed by lecturer faculty and doctoral students in a language- related field. For Arabic, the CGS will continue to apply for the Fulbright FLTA grant, which, for several years, has enabled us to expand the Arabic program by supporting a visiting graduate student in an assistantship position. Title VI funding would enable us to supplement staffing for all four LCTLs as previously described.

Penn State has a large number of tenured/ tenure-track and non-tenure track faculty and instructors teaching world languages. Non-tenure track faculty and instructors are generally responsible for language instruction at the 001-003 and 100 levels while tenure-track faculty usually teach 200 level courses and above. Table 7.4 highlights the 2017-18 situation.

**G.5.b. Pedagogy Training for Performance-Based Teaching.** At the start of each AY, incoming graduate teaching assistants and part-time instructors attend mandatory orientation sessions in performance-based teaching organized by the faculty supervisors for each language department. All new TAs are also required to take a pedagogy course in the fall to provide additional training for performance-based teaching. TAs can receive subsidies to attend summer workshops run by Penn State's Title VI LRC, which address current concepts in research, assessment, and pedagogy.

The performance of language instructors is evaluated annually in three ways (1) through student assessments of the effectiveness of teaching, (2) through instructors' self-reports, and (3) through a written evaluation by the department head or immediate supervisor. Full-time and some part-time faculty are encouraged to attend ACTFL or other conferences for professional

development. Dr. Reham Aly, for example, coordinator, instructor, and curriculum developer for Arabic (levels 100-400) since 2010, has trained teachers for the StarTalk Arabic Academy, exhibited, co-presented at StarTalk conferences, and presented at NCOLCTL (2013-16) and ACTFL (2016-18). She recently took training to become an ACTFL-certified proficiency tester for Arabic. In 2017-18 five LCTL instructors attended conferences and workshops on language training and assessment using Title VI funds. The CGS will continue to support the professional development of LCTL instructors (**AP2**).

**G.6. Performance-Based Instruction.** The School of Global Languages, Literatures, and Cultures is committed to performance-based methods and outcomes in the context of the World-Readiness Standards for Learning Languages (*Standards for Foreign Language Learning in the 21<sup>st</sup> Century*, 3<sup>rd</sup> ed.). The interrelated emphasis on the five goals of communication, communities, comparisons, cultures, and connections reflects the concept of language pedagogy initially identified in the 1993 federally funded initiative to “educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad.”

**G.7. Adequacy of Resources.** Penn State’s language facilities and campus-wide educational technology infrastructure support language teaching at every level. All of our language courses are multimedia-enhanced. Class sizes range from 10 to 22 (sometimes smaller in LCTL sections) and average around 19 in the lower levels of instruction and from seven to 35 at upper levels.

All classes use the University’s online learning management system where teachers and learners can post video, audio, and written materials; interact in online discussion groups; and evaluate progress. The UP campus includes many technology classrooms, with a multimedia podium and projection screen, and sometimes with individual student computers and high-tech equipment. Foreign-language newspapers are available online and in the University Library.

Numerous cultural clubs, such as the Asian Undergraduate Student Association, Korean Student Association, the Penn State Association of Students in Russian, and the Egyptian Student Association, engage students both socially and intellectually.

**G.8. Language Proficiency Requirements.** *Undergraduate Degree Requirements.* As an entrance requirement, all baccalaureate programs require students to show world language proficiency at the level of two Carnegie<sup>12</sup> units of a single world language other than English, or to show similar proficiency by successfully completing a three- or four-credit college-level world language course at Penn State or via transfer credits or demonstrating equivalent proficiency by other means including being native speakers.

Once students are admitted to Penn State, some 32 % of all baccalaureate degrees require twelfth-credit proficiency in a foreign language to graduate; this includes all B.A. degrees, IST majors, and Business majors. Students majoring in a language typically must complete 36 credits of study; 24 must be in the target language. Minors typically must complete 19 credits, all in the target language.

*Graduate Degree Requirements.* Select graduate programs require foreign language proficiency when there is an important benefit to students and is appropriate to the field. See Table 8.4 for information on language requirements for select globally-focused graduate programs.

## H. QUALITY OF CURRICULUM DESIGN

**H.1.a. Undergraduate Baccalaureate Degree Programs.** Penn State offers students a rich array of undergraduate majors and minors that relate directly to international studies, broadly defined (Table 8.1, p. 40). As previously mentioned, during AY 2018-22, the CGS will be closely linked

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<sup>12</sup> A Carnegie "unit" refers to one high school course level of a foreign language — French 1, French 2, French 3, etc. — equivalent to one year of study and accredited as such by the school.

<b>Table 8.1 Select Internationally-Focused Baccalaureate Programs</b>		
<b>Majors and Minors</b>	<b>Minors only</b>	<b>UG Certificates</b>
<ul style="list-style-type: none"> <li>• African Studies</li> <li>• Asian Studies</li> <li>• Chinese</li> <li>• French and Francophone Studies</li> <li>• German</li> <li>• Global and Int'l Studies</li> <li>• International Business</li> <li>• Italian</li> <li>• Japanese</li> <li>• Jewish Studies</li> <li>• Latin American Studies</li> <li>• Russian</li> <li>• Spanish</li> </ul>	<ul style="list-style-type: none"> <li>• Arabic Language</li> <li>• Black Diaspora</li> <li>• Diversity and Inclusion</li> <li>• Global Health</li> <li>• Global Security</li> <li>• Greek</li> <li>• Hebrew</li> <li>• Int'l Agriculture</li> <li>• Int'l Business Administration</li> <li>• Int'l Engineering</li> <li>• Korean</li> <li>• Latina/ Latino Studies</li> <li>• Middle East Studies</li> <li>• Russian Area Studies</li> <li>• Russian Translation</li> <li>• World Literature</li> </ul>	<ul style="list-style-type: none"> <li>• Africana Studies</li> <li>• Earth Sustainability</li> <li>• Engineering and Community Engagement</li> <li>• Environment and Society Geography</li> <li>• Global Awareness</li> <li>• Holocaust and Genocide Studies</li> <li>• Honors</li> <li>• Globalization: India</li> <li>• Human Geography</li> <li>• International Engineering</li> <li>• International Science</li> <li>• Justice, Ethics, Diversity in Space</li> <li>• Physical Geography</li> </ul>
<b>Majors only</b>		
<ul style="list-style-type: none"> <li>• Comparative Literature</li> <li>• International Politics</li> <li>• World Languages Education</li> </ul>		

with the Global and International Studies (GLIS) program which offers a B.A. and B.S. degree , promotes an interdisciplinary approach to global studies and provides students with opportunities to engage with world issues. The B.A. requires six credits of foreign-language study beyond the 12-credit

proficiency level, or in a second foreign language. The B.S. requires six credits in technological and quantitative competencies appropriate to the social sciences. Both degrees may include a significant engaged scholarship experience (an internship or employment, for example) either abroad or in a majority non-English-speaking part of the U.S. Students typically pair the GLIS major/ minor with another related major. They can choose one of five thematic options as their concentration; those with a 3.5 GPA or higher can create a customized focus area. This cycle, the

<b>Table 8.2 CGS and GLIS Themes</b>	
<b>GLIS concentration</b>	<b>CGS Core Theme</b>
<ul style="list-style-type: none"> <li>• Human Rights</li> <li>• Global Conflict</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Rights, Conflict, and Security</b></li> </ul>
<ul style="list-style-type: none"> <li>• Culture and Identity</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Cultural Identity, Communication, and Media</b></li> </ul>
<ul style="list-style-type: none"> <li>• Wealth and Inequality</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Health, Well-Being, and Development</b></li> </ul>
<ul style="list-style-type: none"> <li>• Health and Environment</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Energy, Sustainability, and Resources</b></li> </ul>

CGS has aligned its core themes to intersect closely with these options (Table 8.2) in order to enhance the program's curricular and co-curricular initiatives and build a direct connection between the

program, career training, and networking. GLIS majors who participate in a study abroad experience will receive an enrichment award of at least \$1,000 from the CLA. Additional need-

based funding may be available to qualified students.

The Global Studies Faculty Fellow – a competitive position for a one-course annual release for tenure-track faculty and funded by Title VI – will be charged with curriculum development, student mentorship, and program development related to one of the pathways. We will select fellows from a range of disciplines to ensure diverse perspectives (**API**). For more information about this partnership, see §A.1.

Penn State also offers a number of internationally-focused integrated undergraduate/graduate (IUG) programs, in which students complete an undergraduate and a Master’s degree in five years. As an example, students in SIA may complete an IUG in the school with the following departments or programs: Political Science, International Politics, Asian Studies, Chinese, Japanese, German (B.A. and B.S.), and Russian. Customized IUG programs are available for students University-wide through the Schreyer Honors College.

**H.1.b. Appropriateness and Quality of Undergraduate Student Training.** Each of the programs offering degrees in global studies-related areas has rigorous standards. Many undergraduate programs have “embedded” programs, involving hands-on work in a foreign country. See headings § H.3.b. and § H.3.c. for elaboration on these programs. Table 8.3 provides an overview of select undergraduate degree programs related to our LCTLs and core themes:

<b>Table 8.3 Select Undergraduate Degree Requirements in Areas of Global Studies</b>	
•	The major in <b>Chinese</b> requires 35 and 34 credits respectively, study abroad is encouraged for 12 credits and four years of language study in addition to courses on history, literature, film, etc.
•	The major in <b>Comparative Literature</b> requires 36 credits, 6-18 language credits (or student-designed thematic concentration). Study abroad is not required but strongly recommended.
•	The <b>Asian Studies</b> minor requires 21 credits, Study abroad not required but strongly recommended.
•	The <b>Arabic</b> minor requires 21 credits. Students undertake three years of language study (or equivalent); study abroad can be included.
•	The interdisciplinary <b>Global and International Studies (GLIS)</b> major reflects a “One World” concept that emphasizes the importance of global perspectives, foreign language study, and education or working abroad experience. The major requires 36 credits, and six credits of study beyond the 12-credit proficiency level.
•	The <b>Korean</b> minor requires a minimum of 18 credits of which at least six must be at the 400 level. Study abroad is strongly encouraged. The program plans to develop a major in the near future.

- The College of Health and Human Development offers a **Global Health** minor, which requires 21 credits and international (travel) fieldwork.

Service learning is often an essential part of undergraduate training at Penn State. The University Office of Global Programs assists students in identifying service learning opportunities. Similarly, students can pursue service learning through recognized clubs such as Global Brigades, a student-led global health and sustainable development movement that participates in service trips abroad and volunteer projects in the local community. International service learning opportunities are also available through Schreyer Honors College.

A number of other programs have career training initiatives that highlight globally-oriented professional experience: the Global Teach Ag program develops globally competent agriscience teachers and leaders through immersion programs and special coursework while the Global Leadership Initiative (in the College of Health and Human Development and School of Nursing) prepares academically talented and highly motivated students for leadership in areas related to global health, human development, and sustainability.

**H.2. Graduate Student Training Across Disciplines.** The School of International Affairs (Table 8.4) provides graduate students training in careers in international affairs with an interdisciplinary, intellectually rich and flexible curriculum taught by world-class faculty. The SIA has developed curricular synergies with similar programs including the College of Education on the dual-title degree in Comparative and International Education. The school offers four graduate certificates and ten optional concentrations including Humanitarian Response and Human Rights, International Business and Economics, and International Security Studies to prepare traditional students and working professionals for careers in international affairs. Graduates have placed in government, non- governmental organizations, the private sector, and other key sectors.

**Table 8.4 Select Graduate Degree Requirements in Areas of Global Studies**

<ul style="list-style-type: none"> <li>• <b>Comparative and International Education (CI ED):</b> Ph.D.; D.Ed.; M.A.; M.S.; M.Ed. – includes 12 credits in CI ED content courses for Master’s programs and 27 CI ED courses for Ph.D. programs; and 6 credits in research methods. Additionally, Ph.D. candidates may minor in CI ED for 15 credits. Students must demonstrate reading competency in a language relevant to the country or geographic area they are studying.</li> <li>• <b>Comparative Literature:</b> Ph.D.; M.A. – the M.A. includes at least 21 credits in literature courses, and proficiency in 2 languages. The Ph. D. requires 33-48 credits in languages and literatures or topics relating to the student’s research interests including course work in 3 languages with emphasis on the student's primary literature.</li> <li>• <b>International Affairs:</b> M.I.A.; J.D./M.I.A. – The core curriculum provides students with a strong foundation in the ethical dimensions of international exchange, with skills essential to perform quantitative and qualitative analysis in cross-cultural contexts and with leadership training designed to understand and bridge the cultural differences. Students must demonstrate proficiency in a language other than English.</li> <li>• <b>Geosciences:</b> M.S.; Ph.D. – All graduate students acquire a breadth of knowledge in the geosciences, a fundamental and advanced knowledge of their sub-discipline, and skills in the areas of data collection and quantitative analysis. Ph.D. candidates may be required to demonstrate foreign language competency as determined by the doctoral committee.</li> <li>• <b>Asian Studies:</b> Dual-title Ph.D. degrees with Applied Linguistics, Comparative Literature, History, and Political Science – Students must demonstrate strong proficiency skills in one Asian language and either two years' college study (or equivalent) of another Asian language or an alternative proficiency appropriate to the student's field.</li> </ul>
--

There are a number of other hubs of international research and graduate training on campus. The Center for Language Science conducts cross-disciplinary research in language learning and bilingualism in collaboration with institutions worldwide. The Global Health Center is a gathering point of multidisciplinary approaches, all of which seek to better understand and address health issues that transcend geographic borders. HESE (§ B.1.c) also engages graduate students across disciplines in meeting challenges in developing countries. The Africana Research Center supports research and scholarship on Africa and its Diaspora.

The availability of coursework as well as internship and research experiences for students aims to provide students with both international awareness and the necessary skills and tools to deliver value in their careers. Though requirements differ by department, all students pursuing advanced degrees in global studies fields must meet qualifications that combine global studies courses and foreign language requirements in addition to the core requirements.

**H.3.a. Academic and Career Advising.** Penn State is committed to giving its students an excellent advising system that is highly attuned to our students’ interests in global perspectives

and international careers. Each degree has dedicated academic advisors to aid students in making scheduling decisions, locating internship and study abroad opportunities, and providing career counseling. Advisors have extensive resources, including access to Penn State's *The Mentor: An Academic Advising Journal*, an academic advising portal, and the annual academic advising conference. Liberal Arts students can participate in the College mentor program, which provides one-on-one guidance from an alumnus in their field. The Career Services Center assists all students with identifying and achieving their individual career goals.

**H.3.b. Research and Study Abroad Opportunities.** Penn State encourages participation in off-campus opportunities and programming; over 1,000 students in the Liberal Arts participate annually in meaningful enrichment opportunities, including study abroad, service learning, an internship, or supervised research with faculty. Penn State ranks among the top 20 institutions in the nation for numbers of students studying abroad according to *Open Doors*, published by the Institute of International Education. In AY 2016-17, 2,290 Penn State University Park students took part in Education Abroad programs in 53 countries. Among these 2,290 students, 1,701 participated in semester and year-long programs; an additional 589 took part in faculty-led embedded (short-term) programs. Colleges sending the largest numbers of students to study abroad included Business (25.3%), Liberal Arts (16.9%), and Engineering (10.4 %). The UOGP also promotes non-traditional study abroad locations in East Asia, Africa, the Middle East, Eastern Europe, and Latin America. In AY 2016-17, 41 students received Whole World Scholarships, which are designated for programs in non-traditional locations. UOGP also has a partnership with EuroScholars, a network of seven research institutions throughout Europe with faculty who are interested in engaging U.S. undergraduates in research projects on a full-time basis.

Penn State's main campus offers over 50 embedded undergraduate or graduate courses that

include an international, credit-bearing travel component. Examples include HESE (§ B.1.c) which takes EDSGN 494 students to various locations abroad to field test solutions facing resource-constrained communities and CHN 426/ ENGL 471 where students dialogue with peers at Nanjing University. See p. 36 for more information on the collaboration with Nanjing.

Penn State provides undergraduates with many international internship and research opportunities. The Center for Language Science matches students with projects affiliated with the Partnership for International Research and Education program. College of Nursing students have uniquely-designed study abroad opportunities for nursing experience in Hong Kong, South Africa, Sweden, India, Ireland, and Honduras. The Schreyer Honors College offers service-learning opportunities and financial support for international travel and research. Additionally, the Big 10 Academic Alliance offers study abroad programs in currently more than 70 locations worldwide.

**H.3.c. Access to Study Abroad and Language Programs Sponsored by Other Universities/ Summer Language Programs.** Penn State has affiliations with many universities that accept students into study abroad programs. There are over 240 such programs, which offer financial aid and credit transfers. Students benefit from numerous study abroad alliances, including the BTAA's Alliances for Expanded Study in Overseas Programs, the Institute for the International Education of Students, and the Council on International Educational Exchange.

Additionally, students have access to summer language opportunities through the Summer Language Institute (Table 7.3 for enrollment data) and the StarTalk Arabic Academy. Students interested in summer language programs abroad may participate in a variety of affiliate programs (Table 7.1).

## **I. OUTREACH ACTIVITIES**

**I.1. Faculty and Professional School involvement in Outreach.** The CGS supports research,

teaching, *and* outreach in global studies and, as such, continues to enhance global studies throughout the Penn State, local and K-12 community. At Penn State, our varied initiatives and programming have reached faculty, staff, graduate and undergraduate students. Faculty serve as an integral part of CGS outreach to the general community and to area K-12 schools. For example, faculty have presented at CGS teacher training workshops for the College of Education and for CALPER, panel discussions at the State Theatre, and developed curriculum for community college and MSI educators. Additionally, the CGS publishes videos of lectures and workshops presented by Penn State and visiting faculty on its YouTube channel; the fifteen videos of our events have garnered over 6,338 views. In outreach, the CGS serves as a source of cultural programming to the general community and to area K-12 schools. Table 9.1 highlights the Center's diverse outreach focus and scope.

**I.2. Significant and Measurable Regional and National Impact.** See §C.1 for details.

Table 9.1 CGS Outreach Activities		
Outreach Focus	Program Content	Scope
<b>Elementary &amp; Secondary Schools</b>	• CGS K-12 teacher training workshops including the “French Headscarf Law” with Pittsburgh’s NRC, “Teaching Japan” with Japan Foundation, “Developing Content-based Thematic Units to Enhance Curricula” conducted with Penn State’s LRC	Pennsylvania/ National
	• Curricular materials developed by the CGS available via its web site	Global
	• Curricular materials developed by CERIS for K-12 educators – <a href="http://www.cerisnet.pitt.edu/resources">http://www.cerisnet.pitt.edu/resources</a>	Global
	• CGS intern-led weekly after-school clubs at the K-8 Young Scholars of Central Pennsylvania Charter school	Regional
	• On-site in-service training on global competency for K-12 educators	Regional
	• Presentations by visiting guests including faculty and PSU undergraduate and graduate students at local high schools (see p.14)	Regional
	• Cultural showcases at local schools (e.g. Chinese New Year, Mother Language Day, Turkish Night, Touch of Culture)	Regional
<b>Post-Secondary Institutions</b>	• Scholarly lectures to the Penn State and general community	Regional
	• Academic conferences	International
	• Pedagogical support for global education, especially in sustainability	Regional
	• Undergraduate internship program	Regional
	• Student-organized events	Regional
	• Scholarly lectures by graduate students & early career professors	Regional

	<ul style="list-style-type: none"> <li>• Global careers workshops with professional schools – SIA, Law School, &amp; Smeal College of Business</li> <li>• Global career panels with FBI, NCIS, and CIA</li> <li>• Conferences on internationalizing the curriculum – University Office of Global Programs</li> <li>• Co-curricular programming (film series and invited speakers) for LCTLs</li> <li>• Student-organized cultural or literary events at Penn State</li> <li>• Global studies research conferences</li> <li>• Scholarly lectures, conferences, &amp; film screenings, with CERIS</li> <li>• Curricular materials developed by CERIS for post-secondary educators</li> <li>• Curricular materials developed by educators at community colleges and MSIs for post-secondary educators</li> </ul>	Regional  Regional National  Regional Regional International OH, PA, WV Global Global
<b>Business, Media, &amp; General Public</b>	<ul style="list-style-type: none"> <li>• World on Trial “French Headscarf Law” broadcast on PBS (available on YouTube) with CGS-created curricular materials</li> <li>• Recorded CGS events available through YouTube</li> <li>• <i>World Stories Alive!</i> foreign language story time series for children</li> <li>• Cultural booth at local fall festivals</li> <li>• Film screenings and international film festivals at local theatre and on campus</li> <li>• Scholarly lectures open to the public</li> </ul>	Global  Global Regional Regional Regional Regional

The community at large is kept well informed of CGS events and activities through the Center’s monthly newsletter, weekly listserv announcements, social media (Facebook, Twitter, Instagram, and Flickr), and press releases. Together with publicity in our local *Centre Daily Times*, *Town and Gown*, *Daily Collegian*, and *Penn State Live*, CGS events have also been broadcast via radio, most notably for our foreign language story time series *World Stories Alive*. See § A. for details of our proposed outreach activities.

## J. DEGREE TO WHICH PRIORITIES ARE SERVED

NRC Absolute Priority 1: The CGS will promote an on-going dialogue around the four core themes by (1) hosting and supporting academic colloquia, public lectures, seminars, teacher training workshops, outreach programming, international scholars, and area study summer workshops, (2) offering informational and resume workshops on U.S. government service careers, especially in areas related to our LCTLs, and (3) increasing global connections by developing partnerships with national and international colleagues and by supporting faculty travel abroad. We will ensure diversity in perspectives by soliciting feedback from our evaluative boards which include faculty,

instructors, administrators, librarians, and K-12 educators.

NRC Absolute Priority 2: The CGS will support professional development opportunities for pre-service/K-12 instructors and university-level teaching assistants by (1) sponsoring a workshop on LCTL training, (2) hosting workshops on teaching LCTLs and related area studies, (3) funding professional development travel for LCTL instructors, and (4) developing curriculum based on our workshops. We will also support the professional development of MSI and community college educators by supporting curriculum development and area studies workshops.

NRC Competitive Preference Priority 1: The CGS will increase collaboration between UP and Commonwealth campuses in Dubois and Mont Alto (see p.2) by (1) offering travel support to faculty and staff to attend domestic global studies professional development conferences and workshops, (2) offering international travel grants to faculty for curriculum internationalization, and (3) supporting undergraduate research in global studies through symposia for all students. Finally, the CGS will collaborate with the MIIIE to offer area studies workshops for MSI and community college educators (also **AP2**).

NRC Competitive Preference Priority 2: The CGS will support professional development opportunities for pre-service and K-12 teachers in conjunction with the Colleges of the Liberal Arts and Education by (1) hosting K-12 pre-/in-service workshops, (2) supporting CALPER's annual summer workshop on LCTL training and assessment, and (3) supporting professional development opportunities for LCTL instructors (Appendix 4 and § A).

FLAS Competitive Preference Priority 1: See § K.6.

FLAS Competitive Preference Priority 2: See § K.6.

## **K. FLAS AWARDEE SELECTION PROCEDURES**

The FLAS Coordinator, Dr. Caroline Eckhardt, is Director of the School of Global Languages,

Literatures, and Cultures, which includes all the modern language departments at UP. A LCTL program administrator for many years, for the past ten years she has led the successful annual recruitment of students and teacher trainees for Penn State's federally funded StarTalk Arabic Academy. FLAS Co-Coordinator Dr. Elena Galinova, Academic Director of the Summer Language Institute (which also supports LCTLs), will be the administrator most directly engaged with the management of our FLAS program.

**K.1. Advertising FLAS.** We will publicize FLAS through multiple university media, websites, liststervs, advising offices, the University Fellowship Office, the University Office of Global Programs, career services offices, offices that represent the interests of underrepresented groups, the Schreyer Honors College, academic departments, and student groups in professional fields (e.g., the Economics Association). Advertising will be year round, with emphasis on the two months prior to application deadlines. Summer study: applications due February 1, committee meetings and possible finalist interviews during the subsequent 3 weeks, notification late February or early March. Fall/Spring study: applications due February 1 of prior academic year, committee meetings and finalist interviews during the subsequent three weeks, notification March 15.

**K.2. Application Process.** Students will submit an application form along with (1) a transcript showing grade point average and list of courses, (2) two recommendations, including one from a relevant language instructor, and (3) written statements describing their career plans, their interest in the proposed FLAS language, and how they plan to further pursue and use it. Those indicating financial need will also submit a Free Application for Federal Student Aid (FAFSA) form to the Student Aid office, which will inform us of the specific financial need index it has assigned to each student on the basis of their FAFSA.

**K.3. FLAS selection criteria.** Academic achievement in relevant coursework (and relevant

experiential learning such as an international internship, service learning, etc.) and the promise of further achievement will be primary criteria. Additional weighting will be given to (1) students planning to study at the advanced level, (2) students whose academic trajectory and career goals clearly indicate interest in careers in which their language training will be used (e.g., government service) and will have impact, and (3) academically strong applicants with financial need.

**K.4. Composition of Selection Committee.** Applications will be screened by a committee appointed by the FLAS Coordinator and Co-Coordinator. The committee, which will have broad faculty representation across academic fields, will make ranked recommendations to the FLAS Coordinator, who will make final decisions.

**K.5. Student Selection Process Timeline.** Our main cycle is noted above. Most of the FLAS fellows will be selected in February. Along with the selected fellows, the committee will identify alternates for the academic year, in case student plans change or if we learn that other sources can cover some of the fellows' tuition. Internal tuition grants are sometimes confirmed after our main selection cycle, so some additional academic year FLAS fellows may be announced in late August.

**K.6. Awards that correspond to announced priorities.**

FLAS Competitive Preference Priority 1: We will give preference, when awarding fellowships, to undergraduate or graduate students who demonstrate financial need, as long as they show potential for high academic achievement based on (1) grade point average, especially in coursework related to the language they propose to study, (2) recommendations, and (3) written statements.

FLAS Competitive Preference Priority 2: We will award 100% of the summer **and** academic year FLAS fellowships for study of languages on the list of 78 priority languages selected from the U.S. Department of Education's list of LCTLs.

## Other Attachment File(s)

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## FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

([www.Grants.gov](http://www.Grants.gov) Part III/Other Attachments Form)

### **Type of Application (check all that apply)**

- ☒ Comprehensive National Resource Center  
☐ Undergraduate National Resource Center  
☒ Foreign Language and Area Studies Fellowships

### **Federal Funds Requested**

#### NRC Request

Year 1: \$246,518 Year 2: \$263,438 Year 3: \$266,966 Year 4: \$245,573

#### FLAS Request

Year 1: \$307,500 Year 2: \$307,500 Year 3: \$307,500 Year 4: \$307,500

### **Type of Applicant**

- ☒ Single institution The Pennsylvania State University  
☐ Consortium of institutions  
☐ Lead \_\_\_\_\_  
☐ Partner 1 \_\_\_\_\_  
☐ Partner 2 \_\_\_\_\_  
☐ Partner 3 \_\_\_\_\_

### **NRC (Center, Institute, Program) Focus**

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

- |  |  |
|--|--|
| <input type="checkbox"/> AFRICA                          | <input type="checkbox"/> MIDDLE EAST                     |
| <input type="checkbox"/> CANADA                          | <input type="checkbox"/> PACIFIC ISLANDS                 |
| <input type="checkbox"/> EAST ASIA/PAN ASIA              | <input type="checkbox"/> RUSSIA, EASTERN EUROPE, EURASIA |
| <input type="checkbox"/> EUROPE                          | <input type="checkbox"/> SOUTH ASIA                      |
| <input checked="" type="checkbox"/> INTERNATIONAL        | <input type="checkbox"/> SOUTHEAST ASIA                  |
| <input type="checkbox"/> LATIN AMERICA and the CARIBBEAN | <input type="checkbox"/> WESTERN EUROPE                  |

**FLAS-eligible Languages:** These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Arabic, Chinese, Hindi, Japanese, Korean, Portuguese, and Russian

## Supplemental Information to Meet Statutory Requirements

### INFORMATION REQUIREMENT 1: Diverse Perspectives in Funded Activities

The commitment to debate and to the expression and discussion of diverse opinions, methods, research perspectives, and ethical or historical goals, constitutes one of the core missions of the Pennsylvania State University. Penn State draws students from a wide variety of family backgrounds and geographic locations -- from all 50 states and over 137 countries. Our faculty represents a broad cross-section of American and international life. As of AY 2016-17, 1337 of our 3,393 faculty members were international. Penn State faculty represent an array of academic perspectives and approaches in the sciences, social sciences, and humanities. For example, Dr. Christopher Hollenbeak uses Bayesian inference and decision modeling to explore health economics and outcomes while Dr. Alex Fattal uses long term ethnographic research to explore the role of media in Colombia's armed conflict.

The Penn State campus reserves public spaces for debate and discussion, and welcomes public presentations by groups on both sides of important political debates (immigration, for example). The Pasquerilla Spiritual Center sponsors and supports a variety of student religious groups, and the Office of Educational Equity strives to make Penn State's curriculum and event programming available and accessible to the entire local community. One of the foundational elements in Penn State's 2016-20 strategic plan is "Enhancing Global Engagement" through the "ongoing integration of varied perspectives" whether it be through education and research abroad, internationalizing the campus or curriculum or by establishing linkages with institutions globally.

Within this larger context, The Center for Global Studies (CGS) represents a wide variety of views and perspectives in the events, outreach activities, curricular initiatives, and scholarship we support. We are committed to bringing people together from all sides (political, scholarly, historical etc.) of contemporary or historical debates and discussions, and to using our events to increase dialogue across disciplinary, professional, national, and international boundaries. One example is our Undergraduate Research Symposium, which fosters diverse perspectives in students by inviting them to present on globally-focused research. Through our work with professional schools (including international affairs, business, health, and media), the CGS represents a wide range of views in university and community programming by bringing U.S. and international speakers to present to the University community, K-12 students, and the general public. Previous guest speakers have represented regions such as the Middle East, South Asia, and Africa and academic disciplines such as Communications, Political Science, and Language Education. We also support the Consortium for Educational Resources on Islamic Studies, which brings together individuals from academic and non-academic institutions for interdisciplinary research and events about Islamic Studies. Our commitment to diversity allows our students to obtain a variety of career outcomes including those in education, government service, and business. For data on career placement, see §C.4.

At Penn State, we believe that only through the inclusion of all opinions can we successfully test our knowledge, learn from one another, and fulfill our obligation as participants in a vibrant intellectual and democratic culture.

## INFORMATION REQUIREMENT 2: **Areas of National Need**

At the undergraduate level, the department of Political Science offers three concentrations for its International Politics Major: International Political Economy, International Relations, and National Security, as well as a minor in Global Security. Students in these programs take courses in international and comparative politics, as well as in economics, geography, history, and international business. The College of Information Sciences and Technology offers a BS degree in Security and Risk Analysis. At the graduate level, the School of International Affairs (SIA) has a study track in international security studies that prepares students to contribute to the debate about vital international security issues. The College of the Liberal Arts (CLA) also recently created a Master of Public Policy program, projected to start in Fall 2019. In 2017, Penn State launched the Center for Security Research and Education, an interdisciplinary research center that brings scholars together for research and community education on national/global security issues.

The CGS will continue to conduct a series of “global career talks” on campus to provide information on internationally and globally focused careers. For example, in AY 2017-18 the CGS, along with Schreyer Honors College and the SIA, hosted American Diplomat Usha Pitts to discuss “Careers in Diplomacy” and “Going Abroad in 2019.” Workshops like these open up new vistas for students as they prepare for future careers in government service, and will address the national need for the study of LCTLs and the regions where these LCTLs are spoke. We will also promote government service in our K-12 outreach by continuing to co-sponsor the Pennsylvania High School UN’s yearly conference.

Additionally, through the development of new courses, providing resources, and funding students through FLAS, the Center has assisted in the expansion of languages vital to the US’s national security needs. In AY 18-22, we will focus on Arabic, Chinese, Korean, and Russian. These resources will enable alumni to pursue career paths in fields of need such as government translation, international education, international business, and rural community development. For more information on post-graduation placement of language students, see §C.4.

Areas of need in the education sector are served by a wide variety of majors in the College of Education. In AY 2018-22, the CGS will continue to partner with Education and the CLA to organize and conduct professional development workshops for pre- and in-service K-12 teachers in each of our core themes, the LCTLs, and/or the region where these LCTLs are spoken. We will also continue to create globally focused curricular materials. In addition, we plan to support Summer LCTL training – in conjunction with Penn State’s Title VI Language Resource Center – for K-12 language teachers and university instructors with the goal of making global studies an important part of the College of Education curriculum. The CGS has also provided outreach to community college educators through sponsoring workshops with the Midwest Institute for International/Intercultural Education (MIIE). Previous collaborations have reached instructors at 118 community colleges that are eligible under Title III and Title V in 22 states.

By working with our various partners in professional schools across the University, our goal is to increase the visibility and prominence of career options leading to government service as well as in areas of need in the education, business, and nonprofit sectors.

## TITLE VI PRIORITIES ACRONYMS

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AP1/ AP2	Absolute Priority 1/ Absolute Priority 2
CPP1/ CPP2	Competitive Preference Priority 1/ Competitive Preference Priority 2
GPRA	Government Performance and Results Act
HEA	Higher Education Act

## ACRONYMS

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§	Section
ACTFL	American Council on the Teaching of Foreign Languages
ARAB	Arabic
AY	Academic Year
BTAA	Big Ten Academic Alliance
CALPER	Center for Advanced Language Proficiency Education and Research
CERIS	Consortium for Educational Resources on Islamic Studies
CGS	Center for Global Studies
CHNS	Chinese
CLA	College of the Liberal Arts
EDSGN	Engineering Design
ENGL	English
FLTA	Fulbright Foreign Language Teaching Assistant
FLAS	Foreign Language and Area Studies Program
GLIS	Global and International Studies
HBCU	Historically Black Colleges and Universities
HESE	Humanitarian Engineering and Social Entrepreneurship
IST	College of Information Sciences and Technology
IUG	Integrated Undergraduate/Graduate
JAPNS	Japanese
KOR	Korean
LCTL	Less Commonly Taught Language
LRC	Language Resource Center
MIIE	Midwest Institute for International/Intercultural Education
MSI	Minority Serving Institution
NCOLCTL	National Council of Less Commonly Taught Languages
NRC	National Resource Center
PSU	Penn State University
PSUL	Penn State University Libraries
RUS	Russian
SGLLC	School of Global Languages, Literatures, and Cultures
SIA	School of International Affairs
TA	Teaching Assistant
UOGP	University Office of Global Programs
UP	University Park (Penn State University's main campus)
WEFS	Water-Energy-Food Systems Initiative



PennState

Center for Global Studies

# APPENDIX 1:

## Curriculum Vitae

## **APPENDIX 1: PROFILES FOR PROJECT PERSONNEL**

This index lists names of Global Studies' faculty by college, with departments presented in alphabetical order according to CGS core themes and initiatives. The number of publications refers to publications from 2013-present. Due to record constraints, the number of language/area studies courses taught refers to courses taught from 2015-present. Language proficiency levels are self-reported; where a number appears after a language, it refers to the following scale:

- 1 = Beginner level language learner, no functional proficiency
- 2 = Beginner-intermediate level language learning, able to read simple texts, follow simple conversations, and utilize language in basic, everyday conversations
- 3 = Intermediate language learner, able to read everyday texts; to understand normal conversations, and communicate ideas; language processing and functioning is slow
- 4 = Advanced language learner, fluency functional for all normal professional and social situations; able to read academic texts in one's field
- 5 = Superior user of language, fluency equivalent to an educated native speaker

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## **CENTER DIRECTOR**

### **McClennen, Sophia A.: Professor, International Affairs & Comparative Literature and Director, The Center for Global Studies**

**Education:** Ph. D. Duke University 1997, Spanish & Latin American Literature, Certificate in Latin American Studies; M. A. Duke University 1991, Spanish & Latin American Literature; A. B. Harvard University 1987 Philosophy

**Academic Experience:** Professor of International Affairs & Comparative Literature (affiliated with Spanish & Women's Studies); School of International Affairs, Pennsylvania State University, University Park, PA, Fall 2012–; Faculty Director of Recruiting and Admissions, The School of International Affairs, Pennsylvania State University, University Park, PA, Fall 2013–Present; Director, The Center for Global Studies, Pennsylvania State University, University Park, PA, Fall 2010–Present; Professor of Comparative Literature, Spanish, and Women's Studies, Pennsylvania State University, University Park, PA, Fall 2011–2012; Director, Latin American Studies, Pennsylvania State University, University Park, PA, Fall 2011–2012; Associate Professor of Comparative Literature, Spanish, and Women's Studies, Pennsylvania State University, University Park, PA, Fall 2003–; Graduate Director, Program in Comparative Literature, Pennsylvania State University, University Park, PA, Fall 2006–; Co-Director, Fall 2003–Spring 2005; Visiting Professor, Department of Literature, La Pontificia Universidad Católica de Peru, Lima, Peru, Spring 2003; Acting Assistant Director, Women's Studies Program, Illinois State University, Normal, IL, Spring 2002; Assistant Professor, Department of Foreign Languages, Women's Studies Affiliated Faculty, Illinois State University, Fall 1997-June 2003; Assistant Professor (non-Tenure-Track), Department of Modern Languages, Hobart and William Smith Colleges, 1996-1997

**Research/Teaching Specializations:** Globalization Culture Studies, Film and Media Studies, Modern Latin America, Modern Spain, Film Studies, Gender Studies, Critical Theory, Human Rights Culture and Literature

**Overseas Experience:** Chile, Spain, Canada, Peru, Argentina, Uruguay, Costa Rica, Mexico, El Salvador, Guatemala, Bolivia, Germany

**Foreign Language Competence:** Spanish (4), French, Italian and Portuguese (3), Latin (2)

**Number of Area Studies, International Studies, Language Courses Taught:** 19; **Sample Courses:** INTAF Global Cultures and Leadership, Human Rights and World Literature, The Projection of Identity: Nationalism, Globalization, and Cinema, Global Counter-Cinema

**Number of Recent Publications: Books:** Single-Authored: 1, Co-Authored: 2, Co-Edited: 2; **Parts of Books:** 6; **Edited Journal Issues:** 2; **Journal Articles:** Refereed: 4, Non-refereed: 33; **Sample Publications:** *Globalization and Latin American Cinema: Towards a New Critical Paradigm*. New York: Palgrave series in Globalization, Culture, and Society, 2017. 696 pages; With Jeffrey Di Leo, Henry Giroux, and Kenneth Saltman. *Neoliberalism, Education, Terrorism: Contemporary Dialogues*. Paradigm, 2013. 174 pages.

**Recent Recognitions/Awards/Honors:** U. S. Department of Education, Title VI and FLAS 4-year programmatic grant to fund the Center for Global Studies at PSU. Sophia A. McClennen is PI of project and Director of Center, 2014-2018. Grant awarded August 2014. Total award \$2. 03 million. (Year 1 budget \$507,500); U. S. Department of Education, Title VI 4-year programmatic grant to establish a Center for International Studies at PSU. Sophia A. McClennen is Co-PI of project and Director of Center, 2010-2014. Grant awarded July 2010. (Year 1 budget \$208,047); W. Lamarr Kopp International Faculty Achievement Award, 2016; The Comparative Literature Faculty Teaching Award, 2015, Collaborative Teaching grant from the Institute for the Arts and Humanities (IAH), with Jeremy Engels of the Department of Communication Arts and Sciences, in support of a graduate seminar, "The Violence of Language: Ethics, Aesthetics, Rhetorics."; World University Network (WUN) Research Development Fund for a cross university research initiative on "Geographies of Power," 2011-12 (\$35,000); Institute for the Arts and Humanities, Individual Faculty Grant, Summer 2010 (deferred for use in 2011); College of the Liberal Arts' 2010 Stephanie J. Pavoucek Shields Faculty Award for mentoring; Fulbright Research Chair in Globalization and Cultural Studies at Dalhousie University, Halifax, Nova Scotia, Canada, 2005–2006; Fulbright, Lecturing/Research Award for Lima, Peru.

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** 10

## **CENTER ADMINISTRATION**

### **Lyall-Combs, Sarah: Associate Director, The Center for Global Studies**

**Education:** The Pennsylvania State University – University Park, PA, Ph. D. coursework (French), August 1996 – December 2000; Université de Nice, French Summer Institute – Nice, France, Study abroad program participant, July 1996; Indiana University – Bloomington, M. A. (French), June 1988; Ohio Wesleyan University, B. A. (French and Economics), May 1985

**Professional Experience:** The Center for Global Studies (CGS) – University Park, PA, Associate Director, January 2013 – present and Assistant Director and Outreach Coordinator, January 2011 – January 2013; The Pennsylvania State University, University Office of Global Programs – University Park, PA, International Student Advising (ISA) Assistant, May 2010 – June 2010/ April 2009 – July 2009; Young Scholars of Central Pennsylvania Charter School – State College, PA, Substitute Teacher/Volunteer, September 2009 – December 2010, The Pennsylvania State University - Department of French, Graduate Teaching Assistant, Spring 1997- December 2000; The Pennsylvania State University/ Université Marc Bloch de Strasbourg – Strasbourg, France, Guest Lecturer, *Département d'études britanniques et nord-américaines*, 1998 –1999; The Pennsylvania State University/ University Fellowship Office – University Park, PA; Fulbright Committee Member, 2003; The Pennsylvania State University/ Université Louis Pasteur – Strasbourg, France, Assistant to On-site Coordinator, 1998 – 1999; The Pennsylvania State University, Murmure Executive Committee – University Park, PA, Web Consultant and Board of Reviewers, 1997 – 1999; Pasadena City College - Pasadena, CA, Instructor, Department of English and Foreign Languages, 1991; Indiana University - Bloomington, IN, Associate Instructor, Department of French and Italian, August 1985 – August 1988; Ohio Wesleyan University - Delaware, OH, English Language Tutor, English as a Second Language (ESL) Program, 1981 – August 1984

**Overseas Experience:** Hong Kong, France, Turkey, and India

**Foreign Language Competence:** French (4); Spanish and Hindi (2)

**Recent Recognitions/Awards/Honors:** 2017-present, Principal Investigator and administrator of the Fulbright-Hays Doctoral Dissertation Research Abroad fellowship; 2014-2018, Co-PI, 2014 Title VI National Resource Center and Foreign Language and Area Studies grant that brought \$2. 03 million to the University for global studies initiatives and fellowships; 2011-2014, 2017-2019, Awarded Fulbright Foreign Language Teaching Assistant grant applications; 2012, Awarded \$1,000 CERIS grant from the University of Pittsburgh for the purchase of library materials in Islamic Studies

**Relevant Program Experience:** Managed daily operations of the CGS. She has also developed/overseen several outreach programs at Penn State including the Center's K-12 and community program, CGS's global careers workshops with professional schools, graduate lecture series, and the undergraduate internship program.

### **Brace, Shannon: Program Coordinator, The Center for Global Studies**

**Education:** The Pennsylvania State University - University Park, PA B. A., English

**Professional Experience:** The Center for Global Studies (CGS)- University Park, PA, Program Coordinator, February 2018 – Present; Penn State Law- University Park, PA, Admissions Assistant, July 2016 – January 2018; Center for Character, Conscience, and Public Purpose, University Park, PA, Interim Staff Assistant, August 2015 – July 2016; Penn State Student Affairs, University Park, PA, Interim Office Assistant, June 2015 – August 2015; The Chamber of Business & Industry, State College, PA, Staff Assistant, October 2013 – March 2015

**Overseas Experience:** Ireland and Scotland

**Foreign Language Competence:** n/a

**Relevant Program Experience:** Brace facilitates and assists CGS events and outreach programs, such as graduate lecture series, guest speakers, the annual Undergraduate Symposium in Global Studies, and the undergraduate internship program, in addition to helping to develop new partnerships at Penn State and in the community, with the goal of enhancing global studies programming in the Centre region. Along with managing communication through listservs, websites, and social media, Brace coordinates marketing and promotional efforts for CGS activities, while implementing new strategies to effectively increase the Center's outreach. Brace also monitors and maintains the Center's budgets while supporting grant preparation, implementing data collection, and corresponding with other departments, student groups, and community members.

**Galinova, Elena: Academic Director of the Language Institute, FLAS Administration**

**Education:** Ph. D. Comparative Literature and International Education- Pennsylvania State University; M. A. in Russian and English- University of Sofia

**Professional Experience:** Dr. Galinova is a former academic adviser and an experienced educator whose work with students has been focused on showing them different ways to integrate language education into their broader plans for building global competence.

**Overseas Experience:** Bulgaria

**Foreign Language Competence:** Russian

**Relevant Program Experience:** As a Foreign Language and Area Studies (FLAS) program administrator, Elena has been responsible for organizing FLAS information sessions, advising prospective applicants, coordinating the work of the selection committee, and working with the FLAS fellows on completing the program requirements (i. e., selecting appropriate courses and overseas programs, completing pre- and post-program language evaluation, and accounting for their academic progress).

**Eckhardt, Caroline: Mary Jean and Frank P. Smeal Chair in Literary Theory and Comparative Criticism and Professor of Comparative Literature and English, Director of Penn State's School of Global Languages, Literatures, and Cultures and FLAS Coordinator (also on the CGS Advisory Committee), Tenured**

**Education:** Ph. D., 1971, Comparative Literature, University of Michigan, Ann Arbor; M. A., 1965, Comparative Literature, Indiana University, Bloomington; B. A., 1963, English, Drew University

**Academic Experience:** 2004 – present, Professor of Comparative Literature and English, the Pennsylvania State University; 1998-present, Director, School of Global Languages, Literatures, and Cultures; 1986-2004, Head, Department of Comparative Literature; 1985-2004, Professor of English and Comparative Literature; 2002, Interim Director, Jewish Studies Program; 1976-1985, Associate Professor of English and Comparative Literature; 1971-1976, Assistant Professor of English and Comparative Literature

**Research/Teaching Specializations:** Medieval Literature, Book History, Teaching World Literature

**Overseas Experience:** Canada

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 9; **Sample Courses:** World Literature Graphic Novels, Elementary Swahili

**Number of Recent Publications: Book Chapters:** 3; **Journal Articles:** 1; **Sample Publications:** “The Manuscript of Castleford’s Chronicle: Its History and Its Scribes.” In *The Prose Brut and Other Late Medieval Chronicles: Books Have Their Histories*, ed. Jaclyn Rajsik, Erik Kooper, and Dominique Hoche. Cambridge: D. S. Brewer, 2016, 199-217; “Fragments from a Lost Court of Arches Act Book, 1445-1446.” With Donald F. Logan. *Mediaeval Studies* 77 (2015): 183-201.

**Recent Recognitions/Awards/Honors:** Project Director, 2017-present, Mary Jean and Frank P. Smeal Chair in Literary Theory and Comparative Criticism (term Chair); 2014-2018, Department of Education (Federal), Title VI, Center for Global Studies, participation as a coordinator for the FLAS [Foreign Language and Area Studies Fellowships] component, FLAS component \$200K-\$300K annually; 2009-2018, STARTALK (national critical languages initiative), “Penn State STARTALK Arabic Academy”; 2016, MacKay Donkin Award, University-Level award for outstanding service; 2010, Howard B. Palmer Faculty Mentoring Award; 2002-2004, National Endowment for the Humanities, Focus Grant, “Literatures of the Asian Diaspora,” Co-PI with Reiko Tachibana, \$25,000; 2002-2003, Association of Asian Studies, Northeast Asia Council / Ford “Border Crossings in the Regions” Grant, Co-PI with Reiko Tachibana, \$1500

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

## **EXECUTIVE BOARD**

### **Adewumi, Michael: Professor of Petroleum and Natural Gas Engineering, Vice Provost for Global Programs, Tenured**

**Education:** Ph. D., Illinois Institute of Technology, Chicago, 1985; M. Sc, Illinois Institute of Technology, Chicago, 1981; B. Sc., University of Ibadan, Nigeria, 1976

**Academic Experience:** 2007 – present, Vice Provost for Global Programs, Professor of Petroleum and Natural Gas Engineering, Penn State University

**Research/teaching specializations:** Multiphase hydrodynamic modeling in gas production, processing and transmission (e. g., natural gas transportation, multiphase/ particulate transport, transient wave propagation, fluid phase behavior, numerical algorithms); Real-time flow assurance monitoring technology; PCB migration modeling;

**Overseas Experience:** Nigeria

**Foreign Language Competency:** Yoruba, French, English

**Area, International Courses Taught:** n/a

**Number of Recent Publications:** n/a

**Distinctions/awards:** Fellow of the Nigerian Academy of Engineering (June 2009); Quentin E. and Louise L. Wood Faculty Fellow in Petroleum and Natural Gas Engineering at The Pennsylvania State University (November 2007); UNESCO Chair in Georesources Management, University of Ibadan; partnership initiative among UNESCO, Penn State University, University of Ibadan and University of Cape Town (2007); U. S. Congressional Black Caucus' Champion Partnership Award (September 2005); Administrative Fellow to Provost, Rodney Erickson, The Pennsylvania State University (2005-06)

**Percentage of time dedicated to courses with International content:** n/a

**Number of dissertations/theses supervised in the past 5 years:** n/a

### **Goodhart, Michael: Associate Professor of Political Science, Director, Global Studies Center, University of Pittsburgh, Tenured**

**Education:** Ph. D. Political Science, University of California, Los Angeles (September 2000); M. A. Political Science, University of California, Los Angeles (June 1996); B. A. w/High Honors, Government and Foreign Affairs, University of Virginia (May 1992).

**Academic Experience:** Associate Professor, Department of Political Science, University of Pittsburgh (2007–present); Director, Global Studies Center (January 2017 – present; Interim Director, 2015); Assistant Professor, Department of Political Science, University of Pittsburgh (2001-2007); Adjunct Assistant Professor, Division of Social Sciences, Purchase College, SUNY, (2000-2001); Adjunct Assistant Professor, Brooklyn and Hunter Colleges, Departments of Political Science, City University of New York (2000)

**Research/Teaching Specializations:** Political Theory, Ethics, Democracy, Human Rights, Justice and Injustice

**Overseas Experience:** Australia, Sweden, Germany

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 12; **Sample Courses:** Politics of Global Inequality, Contemporary Political Theory; Human Rights and Int'l Relations; Global Justice

**Number of Recent Publications: Books:** 1, **Edited Books:** 1; **Book Chapters:** 2, **Journal Articles:** 2; **Sample Publications:** "Accountable International Relations," in *The Oxford Handbook of Public Accountability*, Mark Bovens, Robert Goodin, and Thomas Schillemans, eds. Oxford: Oxford University Press, 2014.

**Recent Recognitions/Awards/Honors:** Global Studies Center, Course Development Grant, University of Pittsburgh, 2013-14

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Welch, Susan: Dean, College of the Liberal Arts, and Professor of Political Science, Tenured****Education:** Ph. D. (1970) M. A. (1966) AB (1965), University of Illinois at Urbana-Champaign Academic**Academic Experience:** 1991- Present: Professor of Political Science and Dean of the College of Liberal Arts, The Pennsylvania State University; 1980–1991, Carl A. Rappold Professor, University of Nebraska; 1970-1980, Assistant Professor through Professor, University of Nebraska; 1973–1974, Visiting Lecturer, University of Ottawa, Ontario**Research/teaching specializations:** American politics, particularly urban, ethnic, and women's politics; women as congressional candidates and black-white relations in multi-cultural settings**Overseas Experience:** China, Korea, and Vietnam**Foreign Language Competency:** French (3)**International/Area Courses Taught:** n/a**Number of Recent Publications: Textbooks:** 1; **Journal Articles:** 4; **Sample Publications:** Welch, S. (2014), American Opinion Toward Jews During the Nazi Era: Results from Quota Sample Polling During the 1930s and 1940s. *Social Science Quarterly*, 95: 615-635. doi:10. 1111/ssqu. 12084**Distinctions/awards:** Her work has been funded by the National Science Foundation, the National Institutes of Mental Health, and the National Institute of Justice; Also received Women's Caucus for Political Science, award for best treatment of gender issues in an introductory American government text.**Percentage of time dedicated to International/Area studies:** 20**Number of dissertations/theses supervised in the past 5 years:** n/a**ADVISORY BOARD****Assaf, Masume: Director of International Student and Scholar Advising, Non-Tenured****Education:** M. S. State University of New York/Albany (SUNY/Albany) Major: Teaching English as a Second Language; B. A. New York University. New York, New York Majors: (1) Political Science (2) Near Eastern Studies**Academic Experience:** 1988–1995: Director and Instructor, CIEE Summer Study in America Program, The Pennsylvania State University, University Park, PA**Research/teaching specializations:** n/a**Overseas Experience:** Turkey, Japan, Thailand, Saudi Arabia, Germany**Number of Area Studies, International Studies, Language Courses Taught:** n/a**Foreign Language Competency:** Turkish (2)**Number of Recent Publications:** n/a**Distinctions/Awards:** NAFSA Homer Higbee Award in recognition of distinguished and continuous service and mentoring of fellow NAFSAns. May 29, 2013; Award for Administrative Excellence, The Pennsylvania State University, March 20, 2006**Percentage of time dedicated to course with International content:** n/a**Number of dissertations/theses supervised in the past 5 years:** n/a

**Atwill, Jade: Asian Studies Librarian, Tenured**

**Education:** Ph. D., Department of History, Yunnan University, China; M. L. I. S., School of Library and Information Science, University of Hawai'i, Manoa

**Academic Experience:** 2001 - Present: Asian Studies Librarian, Penn State

**Research/Teaching Specializations:** n/a

**Overseas Experience:** n/a

**Languages:** Chinese (5), English (4), Japanese (2)

**Number of Area Studies, International Studies, Language Courses Taught:** n/a

**Number of Recent Publications: Published Papers:** 4; **Sample Publications:** 2017 Atwill, Y. "Building Asian Collections at Penn State University Libraries," *2017 Overseas Korean Studies Librarian Workshop*: 437-440. Seoul, Korean: National Library of Korea. ; 2017 Atwill, Y. Professional Organizations for Asian Studies and Asian Studies Libraries: Beyond Asia. In *书海同舟 (Navigating in the Sea of Books: Selected Papers from the Sino-U. S. Academic Libraries Forums)*: 166-185. Beijing: Zhonghua Shuju. [In Chinese]

**Recent Recognitions/Awards/Honors:** Facilitated 2009 CEAL Committee on Membership Program –Talking With Experienced Librarians Round Table

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees past 5 years:** n/a

**Behring, Deanna: Director, Office of International Programs, College of Agricultural Sciences, Non-Tenured**

**Education:** Ph. D., Communications, Penn State, 2011; M. A., International Affairs, Ohio Univ. 1988; B. A., Economics and French, Albion College, 1985

**Academic Experience:** 2000-present Director of International Programs, College of Agricultural Sciences, The Pennsylvania State University

**Research/Teaching Specializations:** International Agriculture; Multicultural Communications (with focus on China/Taiwan)

**Overseas Experience:** China, Taiwan, France, Mexico, Costa Rica, Egypt, South Africa, Russia, Ukraine

**Foreign Language Competence:** Chinese (2); French (3)

**Number of Area Studies, International Studies, Language Courses Taught:** 2; **Sample Courses:** Intro to International Agriculture

**Number of Recent Publications:** n/a

**Recent Recognitions/Awards/Honors:** Worked for the Central Intelligence Agency and the Department of Commerce, as well as on projects for the U. S. Trade Representative and the U. S. Agency for International Development.

**Percentage of Time Dedicated to Area/International Studies:** 75

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Bennett, D. Scott: Distinguished Research Professor, Associate Dean for Research and Graduate Studies, College of the Liberal Arts, Tenured**

**Education:** Ph. D. ; Political Science, University of Michigan. August, 1993; M. A; Political Science, University of Michigan. August, 1989. B. A; Political Science and Computer Studies, Northwestern University. June, 1988.

**Academic Experience:** Distinguished Professor of Political Science, Penn State University, 2008 - Present.

**Research/Teaching Specializations:** International conflict, methodology, and computer applications

**Overseas Experience:** Israel, France, Canada

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 6; **Sample Courses:** Introduction to International Relations, War in World Politics, International Conflict

**Number of Recent Publications: Journal Articles:** 6 total, (2 in progress); **Sample Publications:** Bennett, D. Scott, and Anna Pechenkina. 2015. "Recruiting Your Way to Victory: Varying Strategies in Counterinsurgent Warfare."; Bennett, D. Scott. "Using Time-Varying Covariates to Understand Balance of Power Dynamics and War Escalation." (in progress)

**Recent Recognitions/Awards/Honors:** 2011 Co-recipient (with Allan C. Stam) of the J. David Singer Data Innovation Award, American Political Science Association, Conflict Processes Section, for development of EUGene software; National Science Foundation Award SES 1059758. "Management of Complex Data Structures: Upgrades to EUGene data software." 2011-2013. \$84,395. (Collaborative research with Allan Stam, University of Michigan, and Paul Poast, Rutgers University.); National Science Foundation Award SES-1000344, "Collaborative Research: Simulating the Dynamics of Insurgency." 2010-2012. \$185,990. (Collaborative Research with Navin Bapat, University of North Carolina-Chapel Hill.); Defense Threat Reduction Agency. "A Summary of Conflict Forecasting Models in International Relations / Political Science." May 15, 2008 through December 30, 2008. \$70,718; National Science Foundation Award SES-0452173, "Improving the EUGene Software Program." February 1, 2005, through February 28, 2008. \$100,000; National Science Foundation Award SES-0213727, "Data Management in International Relations: Expanding the EUGene Software Program." July 1, 2002 through June 30, 2004, \$100,000.

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Hayot, Eric: Professor, Department of Comparative Literature and Asian Studies, Tenured**

**Education:** 1999 Ph. D., English and Comparative Literature. U of Wisconsin – Milwaukee 1994 M. A., English. Georgetown University 1993 B. A., English. Georgetown University

**Academic Experience:** 2012- Distinguished Professor of Comparative Literature and Asian Studies, Penn State; 2013-2014 Fulbright Scholar, University of Heidelberg, Asia/Europe Cluster of Excellence; Spring 2013 Visiting Professor, Princeton University; 2010-2012 Professor of Comparative Literature and Asian Studies; 2008-2012 Director, Asian Studies Program, Penn State; 2007-2010 Associate Professor of Comparative Literature and Asian Studies, Penn State; 2005-2007 Associate Professor of English, University of Arizona; 2005-2007 Global Fellow, UCLA International Institute; 2001-2005 Assistant Professor of English, University of Arizona; 2000-2001 Assistant Professor of French and Humanities, University of Northern Iowa

**Research/Teaching Specializations:** Theory & Criticism, Worldness and World Literature, Information Theory, Comparative Modernisms and Modernities, Poetics

**Overseas Experience:** China, Germany

**Foreign Language Competence:** French, Mandarin Chinese, Spanish (reading), German (reading)

**Number of Area Studies, International Studies, Language Courses Taught:** 9; **Sample Courses:** Theories of Globalization and Diaspora, Asian Poetry in the World Picture, Global Science Fictions

**Number of Recent Publications: Books:** 2 in progress; **Book Chapters:** 2; **Edited Works:** 3; **Journal Articles:** Refereed: 1 (forthcoming), Non-refereed: 2; **Sample Publications:** *Global Asias*. Editor, book series with Oxford University Press. *Verge*. Senior Editor (with Tina Chen), editorial collective, journal with U of Minnesota Press.

**Recent Recognitions/Awards/Honors:** Fulbright Scholar Award, Institute of International Education 2010 Modernist Studies; Association Book Prize, for The Hypothetical Mandarin 2010 Class of 1933 Award for Distinction in the Humanities; Penn State 2010 Erasmus Award (Departmental Advising, Penn State); 2010 Confucius Institute (\$900,000/5 years), Penn State; 2009-11 IAH Interdisciplinary Research Group, Penn State; 2009 Folger Institute Small Grant; 2009 Excellence in Teaching (Comparative Literature, Penn State)

**Percentage of Time Dedicated to Area/International Studies:** 40

**Dissertations/Thesis Committees Past 5 Years:** 5

**Lantolf, James: George and Jane Greer Professor in Language Acquisition and Applied Linguistics; Director, Center for Advanced Language Proficiency Education and Research, Tenured**

**Education:** Ph. D. Linguistics: 1974 Pennsylvania State University; M. A. Spanish Linguistics: 1971 Pennsylvania State University; B. S. Education/Spanish: 1969 University of Scranton.

**Academic Experience:** George and Jane Greer Professor in Language Acquisition and Applied Linguistics: Penn State University (2005 to present); Professor of Applied Linguistics: Penn State University (July 1, 1999 to 2005); Professor of Linguistics and Romance Studies: Cornell University (1991 to 1999); Professor of Applied Linguistics: University of Delaware (1989 to 1991); Associate Professor of Applied Linguistics: University of Delaware (1980 to 1991); Interim Chair, Department of Modern Languages, Cornell University (1998 to 1999)

**Research/Teaching Specializations:** Sociocultural Theory; Second Language Acquisition; Cultural-historical Psychology.

**Overseas Experience:** Hong Kong, Wales, Latin America.

**Foreign Language Competence:** Spanish, Korean.

**Number of Area Studies, International Studies, Language Courses Taught:** 4; **Sample Courses:** Theory of Second Language Acquisition; Sociocultural Theory and Language Learning

**Number of Recent Publications: Books:** 1; **Edited Books:** 1 in press; **Journal Articles:** 11 **Sample Publications:** Lantolf, J. P. & M. E. Poehner (2014). *Sociocultural theory and the pedagogical imperative in L2 Education: Vygotskian praxis and the research/practice divide*. New York: Routledge; Lantolf, J. P. & L. Bobrova (2014). Metaphor instruction in the L2 Spanish classroom: Theoretical argument and pedagogical program. *Journal of Spanish Language Teaching* 1: 46-61

**Recent Recognitions/Awards/Honors:** Honorary Professorship, Faculty of Education, University of Hong Kong (2009-2014); Language Learning Distinguished Scholar. Institute for Language Teaching and Learning. University of Auckland. Auckland, NZ. Sept. 20 to Oct. 1, 1999; Who's Who in America. 54th edition. September 2000

**Percentage of Time Dedicated to Area/International Studies:** 50

**Dissertations/Thesis Committees Past 5 Years:** n/a

**LeTendre, Gerald: Professor of Education (Education Policy Studies), Tenured**

**Education:** 1994 Ph. D., Education, Stanford University; 1992 M. A., Sociology, Stanford University; 1983 B. A., Sociology (Magna cum laude), Harvard University.

**Academic Experience:** 2004 - 2007 Professor-in-Charge, Educational Theory & Policy Program, Pennsylvania State University; 2000-2003 Chair, Comparative and International Education Program Pennsylvania State University; 2000-2006 Associate Professor, Education Policy Studies Pennsylvania State University; 1997-2000 Assistant Professor, Education Policy Studies Pennsylvania State University; 1994-1997 Assistant Professor, Department of Elementary Education University of Georgia;

**Research/Teaching Specializations:** Changing work roles for teachers cross-nationally and the diffusion of prevention programs in schools worldwide.

**Overseas Experience:** Japan, Germany.

**Foreign Language Competence:** Japanese (3); German (3)

**Number of Area Studies, International Studies, Language Courses Taught:** 8; **Sample Courses:** Introduction to Comparative Education

**Number of Recent Publications: Books:** 2 total (1 forthcoming); **Book Reviews:** 1; **Sample Publications:** Gordon, J., Fujita, H., Kariya, K., & LeTendre, G. (Eds.). (2009). *Challenges to Japanese education*. New York: Teachers College Press & Tokyo: Seiri-shobo; Akiba, M. & LeTendre, G; National differences, global similarities: World culture and the future of schooling. Stanford: Stanford University Press; Fukuzawa, R., & LeTendre, G. (2001).

**Recent Recognitions/Awards/Honors:** 2011-2012, Served as external reviewer for University of Hong Kong research council grants program; 2011 AERA Research Conference Grant, Co-PI. "Promoting and Sustaining a Quality Teacher Workforce" (\$35,000); 2007-2008, College of Education, Principal Investigator, "Teacher Quality in Global Perspective: Intensification, Specialization and Transnational Mobility" (\$10,435); 2003-2004 Fulbright Senior Scholar U. of Bremen, Germany

**Percentage of Time Dedicated to Area/International Studies:** 50

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Song, Chunshan: Distinguished Professor of Fuel Science and Professor of Chemical Engineering; Director, EMS Energy Institute, Tenured**

**Education:** Ph. D. (Applied Chemistry), Osaka University, 1989; M. S. (Applied Chemistry), Osaka University, 1986; B. S. (Chemical Engineering), Dahan University of Technology, 1982

**Academic Experience:** 2010-Present Qianren B Chair Professor in Energy and Chemical Engineering (Distinguished Visiting Chair Professor), Dalian University of Technology; 2009-Present Distinguished Professor of Fuel Science, Department of Energy & Mineral Engineering, Penn State; 2008-Present Professor of Chemical Engineering (Courtesy), Department of Chemical Engineering, Penn State; 2008-Present Associate Director, Penn State Institutes of Energy and the Environment (PSIEE); 2007-Present Director, EMS Energy Institute, Pennsylvania State University; 2006-Present Chang Jiang Chair Professor in Energy and Chemical Engineering (Distinguished Visiting Professorship), School of Chemical Engineering, Dalian University of Technology, Dalian, China;

**Research/Teaching Specializations:** Catalytic fuel processing for clean energy applications carbon dioxide CO<sub>2</sub> capture and utilization as fuels and chemicals; catalysis for synthesis of value-added chemicals.

**Overseas Experience:** Japan, France, UK

**Foreign Language Competence:** Japanese

**Number of Area Studies, International Studies, Language Courses Taught:** 1; **Sample Courses:** Energy and Environmental Colloquium

**Number of Recent Publications: Books:** 1; **Journal Articles:** 88; **Patents:** 2; **Sample Publications:** Song, C. S. *Advances in Catalysis*. Elsevier, Amsterdam, Vol. 59, [ISBN: 9780128110041, Hardcover], 2016, 254 pp; Luo, L., A. F. Zhang, M. J. Janik, K. Y. Li, C. S. Song\* and X. W. Guo\*. Inorganic Salt-Assisted Fabrication of Graphitic Carbon Nitride with Enhanced Photocatalytic Degradation of Rhodamine B. *Materials Letters*, 2017, 188, 130-133.

**Recent Recognitions/Awards/Honors:** "Distinguished Researcher Award," American Chemical Society Petroleum Chemistry Division, 2011; "Henry H. Storch Award", American Chemical Society Fuel Chemistry Division, 2010;

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Taylor, Alan: Professor of Geography, Associate Director, Earth and Environmental Systems Institute, Tenured**

**Education:** California State University, Hayward, Geography, B. S., 1977; Oregon State University, Geography, MS., 1979; University of Colorado, Boulder Geography, Ph. D., 1987

**Academic Experience:** 2000 – present, Professor, Department of Geography and Inter College Graduate Degree Program in Ecology, Faculty Affiliate Earth and Environmental Systems Institute, The Pennsylvania State University; 2009 – 2012, E. Willard and Ruby S. Miller Professor of Geography and Inter College Graduate Degree, Program in Ecology, The Pennsylvania State University; 2008 – 2011, Professor of Geography and Inter College Graduate Degree Program in Ecology, Associate Director Earth and Environmental Systems Institute, The Pennsylvania State University; 2003 – 2004, Visiting Scientist, United States Department of Agriculture, Forest Service, Pacific, Southwest Forest and Range Experiment Station.

**Research/Teaching Specializations:** Landscape ecology; fire ecology; disturbance and climate effects on vegetation; biogeography; biological conservation; environmental management; paleoecology

**Overseas Experience:** China

**Foreign Language Competence:** Chinese

**Number of Area Studies, International Studies, Language Courses Taught:** 6; **Sample Courses:** Global Ecology and Biogeography, Geographical Ecology

**Number of Recent Publications: Journal Articles:** 12; **Reports:** 1; **Book Reviews:** 1; **Sample Publications:** Cao, Y., Cervone, G., Barkley, Z., Lauvaux, T., Deng, A., and Taylor, A; Analysis of errors introduced by geographic coordinate systems on weather numeric prediction modeling, *Geosci. Model Dev.*, 10, 3425-3440, <https://doi.org/10.5194/gmd-10-3425-2017>, 2017; Harris, L., and A. H. Taylor. 2017. Previous burns and topography limit and reinforce fire severity in a large wildfire. *Ecosphere* 8 (11):e02019. 10. 1002/ecs2. 2019

**Recent Recognitions/Awards/Honors:** Director of Vegetation Dynamics Lab

**Percentage of Time Dedicated to Area/International Studies:** 75

**Dissertations/Thesis Committees Past 5 Years:** n/a

### **Schlotzhauer, Nonny: Acting Head Social Sciences Library, Social Sciences Librarian and Collections Coordinator, Tenured**

**Education:** MLS, University of Pittsburgh, School of Library and Information Science, 1991; B. A., Anthropology, Temple University, 1998

**Academic Experience:** Acting Head, Social Sciences Library, The Pennsylvania State University, September 2015-present; Social Sciences Librarian and Collections Coordinator, The Pennsylvania State University, August 2005-present; Social Sciences Librarian, University of Denver, Denver, CO, 1999-2005; Social Sciences Librarian, Miami University, Oxford, OH, 1995-1999; Public Services Librarian, Juniata College, Huntingdon, PA, 1991-1994

**Research/Teaching Specializations:** Social sciences

**Overseas Experience:** n/a

**Languages:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** n/a

**Number of Recent Publications: Book Chapters:** 1; **Journal Articles:** 3; **Sample Publications:** “New Resources in Indigenous Knowledge.” *IK: Other Ways of Knowing* 3 (2) pp. 12. (2017).

**Recent Recognitions/Awards/Honors:** Book Review Editor, *IK: Other Ways of Knowing*. (July 2015 – Present); Psychology contributor and editor, *Resources for College Libraries*, American Library Association (2005-2006) Chairperson, Committee on Student Life, University Faculty Senate. (July 1, 2013 - June 30, 2014)

**Percentage of Time Dedicated to Area/International Studies:** n/a

**Dissertations/Thesis Committees past 5 years:** n/a

## **GLOBAL STUDIES FACULTY**

### **Abel, Jonathan: Associate Professor of Comparative Literature and Japanese and Director of Undergraduate Studies for Comparative Studies, Tenured**

**Education:** Princeton University, Graduate School, 1998-2005. Ph. D. (2005), M. A. (2001), Comparative Literature; University of Tokyo, Dept. of Information and Linguistic Sciences, 2002-2003. Researcher; Columbia University, Graduate School of Arts and Sciences, 1996-1997. M. A. (1997), English and Comparative Literature; University of Pennsylvania, School of Arts and Sciences, 1989-1993. B. A. (1993) with honors.

**Academic Experience:** 2014-present: Associate Professor, Comparative Literature and Asian Studies, Penn State University, 2008-2009: Postdoctoral Fellow, Reischauer Institute of Japanese Studies, Harvard University, 2006-2008: Assist Professor, German, Russian, East Asian Languages; 2005-2006 Postdoctoral Fellow, Weatherhead East Asian Institute, Columbia University; Spring 2004, Lecturer, East Asian Studies, Manhattanville College; Fall 1999, Lecturer, East Asian Studies, Rutgers University

**Research/Teaching Specializations:** Theory & Criticism, East-West Comparison, Media Studies

**Overseas Experience:** Japan

**Languages:** Japanese, French (reading), German (reading)

**Number of Area Studies, International Studies, Language Courses Taught:** n/a

**Number of Recent Publications: Book Chapters:** 6; **Book Reviews:** 2 total (1 forthcoming); **Journal Articles:** 4; **Sample Publications:** “Big Data,” *Futures of Comparative Literature*, ed. Ursula K. Heise (New York: Routledge, 2017). “Japanese Twitterature: Global Media, Formal Innovation, Cultural Différance,” *Handbook to Modern Japanese Literature* (New York: Routledge, 2016).

**Awards and Distinctions:** Short Term Research Grant, Japan Foundation, 2013; Postdoctoral Fellow, Reischauer Institute of Japanese Studies, Harvard, 2008-2009; Golden Nugget for Excellence in Teaching, Students’ Choice Award, Columbia University, 2006; Eric Kahler Summer Fellowship, Archival Research Grant, Summer 2003; Blakemore Foundation Language Fellowship, 2001-2002; DAAD German Academic Exchange Service Language Grant, Summer 2001; Joseph E. Croft Summer Fellowship, Classical Studies Grant, Summer 2000; Mary Cross Fellowship, Summer Fellowship, Summer 1999; Council for Regional Studies, Center for International Studies Fellowship, Summer 1999

**Percentage of Time Dedicated to Area/International Studies Courses:** 100

**Dissertations and/or Thesis Supervised in the Past 5 years:** 2

**About-Hosn, Sydney Rice: Teaching Professor of Comparative Literature, Non-Tenured**

**Education:** Ph. D., The Pennsylvania State University (Comparative Literature), 1998, M. A. and DEA, Université de Poitiers (Modern French Literature, Comparative Literature), 1981, BA, University of Minnesota (summa cum laude, French, German, Spanish), 1975

**Academic Experience:** n/a

**Research/Teaching Specialization:** French literature, World mythology, Romanticism

**Overseas Experience:** France

**Languages:** French (4), Spanish (3), German (2)

**Number of Area Studies, International Studies, Language Courses Taught:** 14; **Sample Courses:** The International Short Story; The International Folktale

**Number of Recent Publications/Books: Book Reviews:** 1; **Sample Publications:** “Gilgamesh Among Us: Modern Encounters with the Ancient Epic” by Theodore Ziolkowski, *Comparative Literature Studies*, Volume 51, Number 1, 2014, pp. 184-186

**Recent Recognitions/Awards/Honors:** Erasmus Award for Major Recruitment, Dept. of CMLIT. (April 1998 - April 2014); Schreyer Honors College Outstanding Faculty Advisor, Schreyer Honors College. (November 2007) College of the Liberal Arts Outstanding Faculty Advisor, College of the Liberal Arts. (May 2004).

**Percentage of Time Dedicated to Area/International Studies:** 100

**Thesis Supervised in the Past 5 Years:** 2

**Armillas-Tiseyra, Magali: Caroline D. Eckhardt Early Career Professor of Comparative Literature and Assistant Professor of Comparative Literature, Tenured**

**Education:** Ph. D., New York University, 2012, M. A., New York University, 2007, BA, George Washington University, 2005

**Academic Experience:** 2015 - Caroline D. Eckhardt Early Career Professor of Comparative Literature and Assistant Professor, Department of Comparative Literature, The Pennsylvania State University; 2014 -2015 Early Career Fellow, Humanities Center, University of Pittsburgh; 2012 - 2015 Assistant Professor of World Literature, Department of English, University of Mississippi

**Research/Teaching Specializations:** African and Latin American literatures, with a focus on the intersection of large-scale frameworks—including World Literature, the Global Anglophone, and in particular the Global South

**Overseas Experience:** The Netherlands, UK, Canada

**Foreign Language Competence:** English (5); Spanish (5); French (4); Portuguese (1); Italian (1); German (1)

**Number of Area Studies, International Studies, Language Courses Taught:** 7; **Sample Courses:** Human Rights and World Literatures; The Global South: History, Politics, and Method

**Number of Recent Publications: Books:** 2 (in progress); **Book Chapters:** 2; **Journal Articles:** 4 total (1 forthcoming); **Book Reviews:** 2; **Other Publications:** 1; **Editorial Works:** 2; **Sample Publications:** *The Dictator-Novel: Writers and Politics in the Global South* (under review); “Afronauts: On Science Fiction and the Crisis of Possibility.” Special Issue on African Science Fiction. *Cambridge Journal of Postcolonial Literary Inquiry* 3. 3

**Recent Recognitions/Awards/Honors:** Caroline D. Eckhardt Early Career Professor of Comparative Literature, Department of Comparative Literature, Penn State 2017 Faculty Award for Excellence in Teaching, Department of Comparative Literature, Penn State 2014-2015 Humanities Center Early Career Fellowship, University of Pittsburgh; 2013, 2014 College of Liberal Arts Summer Research Grant, University of Mississippi; 2011 Mellon Summer Dissertation Seminar: “The Problem of Translation,” NYU; 2010-2011 Graduate School of Arts and Science Dean’s Dissertation Fellowship, NYU; 2009, 2010 Department of Comparative Literature Summer Fellowship, NYU 2009 Center for Latin American and Caribbean Studies Summer Field Research Grant, NYU; 2008-2011 Graduate Forum: an interdisciplinary working group, NYU; 2007 NYU-University of Cambridge Mainzer Visiting Fellowship, Gender Studies, NYU; 2005-2010 Henry Mitchell MacCracken Fellowship, NYU

**Percentage of Time Dedicated to Area/International Studies:** 90

**Dissertations/Thesis Committees Past 5 Years:** 2

### **Baderoon, Gabeba: Associate Professor of Women's, Gender, and Sexuality Studies and African Studies, Tenured**

**Education:** Ph. D., University of Cape Town, 2004, M. A., University of Cape Town, 1991, BA, University of Cape Town, 1989

**Academic Experience:** July 2008- present, Assistant Professor of Women's Studies and African and African American Studies, Penn State; 2007-2008, Post-doctoral Fellow in the Africana Research Center at Penn State

**Research/Teaching Specialization:** African Literature, African Feminist and Queer Theory, South African Studies

**Overseas Experience:** South Africa, UK, Sweden

**Languages:** English (5); Afrikaans (3); German (1); Arabic (1)

**Area/International Courses:** 6; **Sample Courses:** Global Feminisms, Introduction to Contemporary Africa

**Publications: Books:** 2; **Parts of Books:** 7 total, 1 in progress; **Journal Articles:** 8 total, 1 forthcoming; **Reviews:** 2; **Blog Posts:** 2; **Co-edited Journal Editions:** 1; **Online Literary Journal:** 1; **Work of Poetry:** 9; **Sample Publications:** Baderoon, G. (accepted with revisions) Surplus, Excess, Dirt: Slavery and the Production of Disposability in South Africa. *Social Dynamics Journal*. Invited. [Accepted with revisions, due May 2018]; Baderoon, G. (2015). "I compose myself": Lesbian Muslim Autobiographies and the Craft of Self-Writing in South Africa. *Journal of the American Academy of Religion*, 83(4), 897-915. Invited.

**Awards and Distinctions:** 2017-2019, Extraordinary Professorship, University of Stellenbosch; 2017, Artist in Residence Fellowship, Stellenbosch Institute for Advanced Study; (March 29, 2017). Regarding Muslims is awarded Best Non-fiction Monograph Prize, National Institute for the Humanities and Social Sciences, South Africa; January 2017, Artist of the Month, Town and Gown Magazine; 2016, Regarding Muslims is Long-listed for the 2016 Academy of Science in South Africa Humanities Book Award, Academy of Science in South Africa. College Marshal, College of Liberal Arts. 2014-2016, Extraordinary Professorship, Department of English, Stellenbosch University; Regarding Muslims is long-listed for the Sunday Times; 2015, Alan Paton Non-Fiction Award, Sunday Times. (April 6, 2015 - 2015). Resident Scholar Award, Institute for the Arts and Humanities and College of the Liberal Arts. (January 8, 2015 - June 30, 2015).

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** 6

### **Beebe, Thomas O.: Edwin Erle Sparks Professor of Comparative Literature and German, Tenured**

**Education:** 1973-77 B. A. Dartmouth College (Summa cum laude) Major: Comparative Literature 1977-78 M. A. University of Michigan Field: Comparative Literature 1978-84 Ph. D. University of Michigan Field: Comparative Literature

**Academic Experience:** 2012- Edwin Erle Sparks Professor of Comparative Literature and German, Penn State University; 2008- Distinguished Professor of Comparative Literature and German, Penn State University; 2000-08 Professor of Comparative Literature and German, Penn State University; 2000-01 Visiting Scholar, Romance Languages, The Johns Hopkins University; Fall, 1993 Visiting Scholar (Fulbright), Department of English, Federal University of Paraná, Curitiba, Brazil; 1992- Associate Professor of Comparative Literature and German, Penn State University; 1986-92 Assistant Professor of Comparative Literature and German, Penn State University; 1984-86 Assistant Professor of German, Bowdoin College

**Research/Teaching Specialization:** Translation & Translation studies, World Literature, Empirical Studies of Literature

**Overseas Experience:** Germany, Brazil, Japan, Taiwan

**Languages:** German, Portuguese

**Area/International Courses:** 24; **Sample Courses:** Forms of World Literature, Portuguese 001, 002, and 003

**Recent Publications: Edited Books:** 1; **Book Chapters:** 1; **Sample Publications:** Thomas O. Beebe, editor. *German Literature as World Literature*. New York: Bloomsbury, 2014. 212 + xii pp;

**Awards and Distinctions:** 2014 Humanities in a Digital Age Initiative Grant (Penn State). \$6000 (additional \$4000 granted for Spring); 2010 Faculty Scholar Award for Outstanding Achievement in the Humanities, Penn State University; 1998-2000 Institute for the Arts and Humanistic Studies Term Fellowship (Penn State). \$6000; 1993 Eisenhower Award for Excellence in Teaching, Penn State University; 1992 Class of 1933 Humanities Award, College of Liberal Arts, Penn State University; 1991 Honorary Inductee, Phi Sigma Iota Foreign Language Honor Society

**Percentage of Time Dedicated to Area/International Studies:** 100

**Thesis supervised in the last 5 years:** 23

**Boittin, Jennifer: Associate Professor of French, Francophone Studies, and History, Tenured****Education:** Ph. D., Yale University.**Academic Experience:** Associate Professor of French, Francophone Studies, and History, Pennsylvania State University, University Park, PA (present).**Research/Teaching Specializations:** French history; European history; French colonial history (especially sub-Saharan African, French Caribbean; North African; French Indochinese); black and African diaspora; anti-imperialism; race and gender; feminism and masculinity; women in the French**Overseas Experience:** France**Foreign Language Competence:** French**Number of Area Studies, International Studies, Language Courses Taught:** 3; **Sample Courses:** The Other Citizens: Slavery, Race, Gender and the Making of Modern France, Topics in European History**Number of Recent Publications: Journals:** 2; **Blog Posts:** 1; **Sample Publications:** Boittin, J. A. (2014). Adventurers and agents provocateurs: A German woman traveling through French West Africa in the shadow of war. *Historical Reflections/Reflexions Historiques*, 40(1), 111-131; Boittin, J. A. Jan 1 2004 Africa in Europe: Studies in Transnational Practice in the Long Twentieth Century. Liverpool University Press, p. 55-75 21 p.**Recent Recognitions/Awards/Honors:** Editorial Board, Journal of Women's History (2011 - present), Council Member, Western Society for French History (2011 - present), NEH Summer Stipend (2010), Franklin Research Grant (2010)**Percentage of Time Dedicated to Area/International Studies:** 100**Dissertations/Thesis Committees Past 5 Years:** n/a**Eburne, Jonathan P: Associate Professor of Comparative Literature, English, and French and Francophone Studies, Tenured****Education:** University of Pennsylvania, Ph. D. in Comparative Literature and Literary Theory (2002), Dartmouth College, A. B. in High Honors English and French, Magna Cum Laude (1993)**Academic Experience:** Associate Professor of Comparative Literature and English, The Pennsylvania State University (2010-), Josephine Berry Weiss Early Career Professor in the Humanities and Assistant Professor of Comparative Literature and English, The Pennsylvania State University (2005-2010)**Research/Teaching Specializations:** American Literature After 1900, Modernist Studies, Theory and Cultural Studies, Book History and Textual Studies, Visual Culture**Overseas Experience:** France**Foreign Language Competence:** French**Number of Area Studies, International Studies, Language Courses Taught:** 3; **Sample Courses:** Global Surrealisms, Magical Formalism**Number of Recent Publications: Books:** 2 forthcoming, 1 in progress, 1 forthcoming; **Edited Books:** 4; **Edited Volumes:** 3 forthcoming; **Edited Journal Issues:** 4; **Journal Articles:** 5; **Book Chapters:** 18; **Reviews:** 4; **Translations:** 1; **Essays and Interviews:** 8**Recent Recognitions/Awards/Honors:** Penn State Comparative Literature Faculty Teaching Award, 2014, Penn State Institute for Arts and Humanities (IAH) Residential Fellowship, Fall 2012 (awarded 2011)**Percentage of Time Dedicated to Area/International Studies:** 30**Dissertations/Thesis Committees Past 5 Years:** 6

**El Shakry, Hoda: Assistant Professor of Comparative Literature, Tenured**

**Education:** Ph. D., University of California, Los Angeles, Comparative Literature, August, 2012 B. A., Rutgers University, Comparative Literature, January 2001, Summa Cum Laude

**Academic Experience:** Assistant Professor, Department of Comparative Literature The Pennsylvania State University, 2013—Present Assistant Professor/Faculty Fellow, The Gallatin School of Individualized Study New York University, 2012—2013

**Research/Teaching Specializations:** Modern Arabic Literature, Criticism & Visual Culture, Francophone North Africa & the Maghreb, Postcolonial Studies, Narrative Theory, Gender & Sexuality, Islam & Secular Criticism

**Overseas Experience:** Morocco, South Africa

**Foreign Language Competence:** Arabic

**Language Pedagogy Training:** Workshop Participant and Presenter: *Rethinking the Margins in Arabic Literary Studies*, The Center of Middle Eastern Studies, The University of Chicago, April 6-7, 2018;

**Number of Area Studies, International Studies, Language Courses Taught:** 8; **Sample Courses:** Arab/ic Literature & Culture, Reading Across Cultures, Literary & Visual Cultures of Islam

**Number of Recent Publications: Books:** 2 in progress; **Book Chapters:** 1; **Journal Articles:** 3; **Reviews:** 1; **Translations:** 1; **Sample Publications:** “Abdelwahab Meddeb and the Po/Ethics of Sufism,” *Expressions Maghrébines*, 16. 2 (Winter 2017), “Printed Matter(s): Critical Histories and Perspectives on Tunisian Cultural Journals,” *ALIF: A Journal of Comparative Poetics* 37 (2017)

**Recent Recognitions/Awards/Honors:** Penn State Humanities (IH) Residential Fellowship, 2018—2019; Center for Humanities and Information (CHI) Faculty Fellowship, 2018—2019; Comparative Literature Faculty Award for Excellence in Teaching, 2016—2017; Penn State Institute for Arts & Humanities (IAH) Scholar in Resident, 2015—16; Penn State Center for Global Studies Career Development Award, 2014; UCLA Dissertation Year Fellowship (DYF), 2011—2012; UCLA Center for European & Eurasian Studies (CEES) Dissertation Fellowship, 2011

**Percentage of Time Dedicated to Area/International Studies:** 90

**Dissertations/Thesis Committees Past 5 Years:** 11

**Eubanks, Charlotte: Associate Professor of Comparative Literature, Japanese, and Asian Studies, Director of Graduate Studies, Comparative Literature, Tenured**

**Education:** University of Colorado 1999-2005 Ph. D. in Comparative Literature, Indiana University 1996-1999 M. A. in Japanese, Kansai Foreign Language University (関西外国語大学) 1992-1993, University of Georgia 1989-1993 Dual Bachelor's degree in Japanese Language and Literature and Comparative Literature, with Honors

**Academic Experience:** Associate Professor of Comparative Literature, Japanese & Asian Studies, Penn State 2013-Present Fellow, Center for the Study of Religion and Culture in Asia, University of Groningen 2014-Present Assistant Professor of Comparative Literature, Japanese & Asian Studies, Penn State

**Research/Teaching Specializations:** East-West Comparative, Visual Culture, Literary Buddhism

**Overseas Experience:** Japan, Most East Asian and South Asian countries

**Foreign Language Competence:** Japanese (4), Classical Japanese (3) Literary Chinese (3), Mandarin Chinese (3) German, (3)

**Language Pedagogy Training:** CMLA Executive Committee on Japanese to 1900 (proposed). Founding President, 2015-16, President exofficio, 2016-17; Co-organizer, Association for Japanese Literary Studies (AJLS) Annual Conference. Penn State University Park. October 2016; member of Association of Teachers of Japanese (ATJ) 2003-  
**Number of Area Studies, International Studies, Language Courses Taught:** 28; **Sample Courses:** Introduction to World Literature, Literary Cultures of Buddhism, Japanese Cinema (taught in Japanese)

**Number of Recent Publications: Books:** 2 forthcoming; **Book Chapters:** 3 total, 2 in progress, 1 under review forthcoming; **Journal Articles:** 3; **Edited Volumes:** 2; **Translations:** 1; **Book Reviews:** 4; **Other:** 3; **Sample Publications:** “Envisioning the Invisible: Sex, Species, and Anomaly in the Folkloric Literature of Japan.” *Marvels & Tales* 27:2 (Fall 2013): 49-61. “Reading by Heart: Translated Buddhism and the Pictorial Heart Sutras of Early Modern Japan.” *International Journal of the Sociology of Language* 220 (2013)

**Recent Recognitions/Awards/Honors:** IAH Resident Fellows (Penn State), Spring '14; \$1000 research budget, teaching and service release, office; Friends of the Princeton Library, Cotsen Collection Research Grant (Princeton), Fall '14; \$2500; NEAC Research in US Collections Grant (North-East Asia Council, Association for Asian Studies), Fall '14; \$2000; Outstanding New Associate Professor in the College of Liberal Arts Award (Penn State), Spring '14

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** 8

**Ertürk, Nergis: Associate Professor of Comparative Literature, Tenured**

**Education:** Ph. D., Columbia University, 2006, M. A., Columbia University, 2000, B. A., Harvard University, 1999

**Academic Experience:** Associate Professor of Comparative Literature, Pennsylvania State University July 2014-present Assistant Professor of Comparative Literature, Pennsylvania State University August 2008-June 2014 Visiting Assistant Professor in the Humanities, The Cogut Center for the Humanities, Fall 2008 Brown University

**Research/Teaching Specializations:** Modern Turkish literature, culture, and intellectual history, Early Soviet literature and culture, Comparative postcolonialisms, Comparative modernisms, Deconstruction

**Overseas Experience:** Turkey, Germany, Canada

**Foreign Language Competence:** Turkish (5); 19th century Ottoman Turkish (3); Azeri; Russian; German; French

**Number of Area Studies, International Studies, Language Courses Taught:** 7; **Sample Courses:** Race, Gender, and Identity in World Literature; Exploration, Travel, Migration, and Exile

**Number of Recent Publications:** n/a

**Recent Recognitions/Awards/Honors:** Modern Language Association Prize for a First Book 2012 For *Grammatology and Literary Modernity in Turkey* (Oxford University Press, 2011) The William Riley Parker Prize for an outstanding article published in PMLA 2008 For “Modernity and Its Fallen Languages: Tanpınar’s Hasret, Benjamin’s Melancholy,” PMLA 123. 1 (January 2008): 41-56.

**Percentage of Time Dedicated to Area/International Studies:** 90

**Dissertations/Thesis Committees Past 5 Years:** 20

**Farndale, Elaine: Associate Professor, Human Resource Management Center Director, Center for International Human Resource Studies, Tenured**

**Education:** Ph D, Cranfield School of Management, United Kingdom, 2004, M. A., Kingston University, United Kingdom, 1997, BA (Hons), University of Hull, United Kingdom, 1991.

**Academic Experience:** Associate Professor, Human Resource Management, Pennsylvania State University (July 1, 2014 - Present); Assistant Professor, HR Studies, Tilburg University, The Netherlands (January 1, 2006 - Present); Affiliate since July 2009, Assistant Professor, Labor Studies and Employment Relations, Pennsylvania State University (July 20, 2009 - June 30, 2014); Post-Doc Research Officer, Erasmus University Rotterdam, The Netherlands (March 2004 - August 2005)

**Research/Teaching Specializations:** International and comparative HRM; The Status, Professionalism and Roles of the HR department; HRM and Firm performance; and HRM and Employee engagement.

**Overseas Experience:** UK

**Foreign Language Competence:** French

**Number of Area Studies, International Studies, Language Courses Taught:** 6; **Sample Courses:** Human Resource Management in a Social Welfare Context: The Swedish Experience; International and Comparative Employment Relations

**Number of Recent Publications: Books:** 1; **Book Chapters:** 1; **Journal Articles:** 13; **Parts of Books:** 9; **Encyclopedia Entries:** 1; **Editorials:** 3; **Sample Publications:** L., Farndale, E., Biron, M., & Kuvaas, B. (2017). *The Global Human Resource Management Casebook* (2nd edition). UK: Routledge.

**Recent Recognitions/Awards/Honors:** Academic Fellow of the Centre for International Human Resource Management, Judge Business School, University of Cambridge, UK (March 2010 - Present); Best Paper Award, 10th Human Resource Management Workshop, Cadiz, Spain (2016); Outstanding Paper Award Winner at the Literati Network Awards for Excellence 2012, Emerald (2012); Best Paper Award, 11th International Human Resource Management Conference, Birmingham, UK. (2010)

**Percentage of Time Dedicated to Area/International Studies:** 75

**Dissertations/Thesis Committees Past 5 Years:** 15

**Jolly, Rosemary: Weiss Chair of the Humanities in Literature and Human Rights, Tenured**

**Education:** Ph. D., University of Toronto (1991), M. A., University of Toronto (1987), BA, University of Saskatchewan (1985)

**Academic Experience:** 2013- Weiss Chair of the Humanities: Literature and Human Rights - Department of Comparative Literature; Department of English; Rock Ethics Institute - Bioethics Program; African Studies; and Women's, Gender and Sexuality Studies at the Pennsylvania State University; 2002- Full Professor, Queen's University Department of English; cross-appointed to School of Kinesiology and Health Studies, 2010; 1997- Associate Professor, Queen's University Department of English 1993- Tenure-Track Assistant Professor, Queen's University Department of English 1991- Sessional Assistant Professor, Queen's University

**Research/Teaching Specializations:** Postcolonial Literatures, Theory & Criticism, Critical Medical Humanities, Narratives of Trauma and Resilience

**Overseas Experience:** Canada, South Africa, Rural Kazakhstan, United Kingdom, South Africa

**Foreign Language Competence:** English and Afrikaans (3); Dutch, German, Biblical Hebrew, and Latin (read, 3); isiZulu (in progress, 2)

**Number of Area Studies, International Studies, Language Courses Taught:** n/a

**Number of Recent Publications: Articles:** 2; **Monographs:** 1 (in progress); **Non-academic Publications:** 1;

**Selected Publications:** "Alexis Wright's Effluent Community: the Capacities of Aboriginal Art as Human Rights-making Practices." Forthcoming in the *Journal of the Association for the Study of Australian Literature*. Submission deadline April 18, 2015.

**Recent Recognitions/Awards/Honors:** Dept. of Comparative Literature Graduate Teaching Award, 2014. Penn State University Medal for Distinguished Professorship – Weiss Chair of the Humanities, November 2013; 2007-11 Canadian Institutes of Health Research (CIHR) grant of \$688,530.00; Principal Investigator, "Targeting Young Males in rural South Africa to prevent HIV/AIDS and gender-based violence: Formative Research for intervention design, pilot testing, and evaluation." First humanist to PI a CIHR Operating Grant (HIV)

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** 20

**Lennon, Brian: Associate Professor of English and Comparative Literature Director, Digital Culture and Media Initiative, Tenured**

**Education:** Ph. D., Columbia University (2005), M. F. A., University of Iowa (1999), BA. Wesleyan University (1993)

**Academic Experience:** Penn State, 2005-present

**Research/Teaching Specializations:** Contemporary Literature, Theory and Cultural Studies

**Overseas Experience:** n/a

**Foreign Language Competence:** Turkish, German, French: varying levels of proficiency depending on context, research priorities

**Number of Area Studies, International Studies, Language Courses Taught:** 2; **Sample Courses:** Genres of Migration and Displacement (literatures of migration), Language Memoirs (memoirs of bilingual/multilingual experience and language learning)

**Number of Recent Publications: Books:** 2; **Essays:** 10; **Edited Journal Issues:** 1; **Interviews:** 4; **Selected Publications:** *Passwords: Philology, Security, Authentication*. Harvard University Press, 2018; Challenges to Monolingual National Literatures." *The Multilingual Challenge: Cross-Disciplinary Perspectives*, ed. Ulrike Jessner-Schmid and Claire J. Kramsch. De Gruyter, 2015.

**Recent Recognitions/Awards/Honors:** n/a

**Percentage of Time Dedicated to Area/International Studies:** 10

**Dissertations/Thesis Committees Past 5 Years:** 5

**Morello, Henry James: Associate Teaching Professor of Comparative Literature and Spanish, Director of Undergraduate Recruitment, Non-Tenured**

**Education:** Ph. D. in Hispanic Studies, University of Illinois, 2006, M. A. in Hispanic Studies, Illinois State University, 1998, B. A. in Theatre, Western Illinois University, 1989.

**Academic Experience:** Senior Lecturer. Comparative Literature, Spanish, Latin American Studies, Pennsylvania State University, University Park, PA (2006-Current; Lecturer 2002-2006); Graduate Teaching Assistant, Department of Spanish, Italian, and Portuguese, University of Illinois, Urbana, IL (1999-2002); Graduate Teaching Assistant, Department of Foreign Languages, Illinois State University, Normal, IL (1997-1998); Teacher. Colegio Nueva Granada, Bogotá, Colombia (1995-1996); Introduction to Theatre, Language Arts (English).

**Research/Teaching Specializations:** 20th Century Latin American and Spanish Theatre, Literature, and Culture; Comparative Theatre Studies; Trauma Theory; Cultural Studies (especially film and media).

**Overseas Experience:** Columbia, Germany, Portugal, Mexico

**Foreign Language Competence:** English (5), Spanish (4), Portuguese (3)

**Number of Area Studies, International Studies, Language Courses Taught:** 3; **Sample Courses:** Introduction to World Drama, International Film and Literature

**Number of Recent Publications: Books:** 2 total, 1 under review, 1 in progress; **Journal Articles:** 3 total, 2 under review; **Essays:** 4 in progress; **Sample Publications:** *Posttraumatic Culture in Spanish and Latin American Theatre* (Under review with Purdue UP); "Time and Trauma in Ricardo Piglia's *The Absent City*." *The Comparatist*. 37 (1), 219-233 (May 2013).

**Recent Recognitions/Awards/Honors:** Winner of the Carlos and Guillermo Vigil Best Essay of the Year Prize for "Aterciopelados' Musical Testimony: Bearing Witness to Colombia's Traumas." *Studies in Latin American Popular Culture*. 30 (2012); The Erasmus award for excellence in mentoring and advising in Comparative Literature – Penn State, 2011 and 2012; Research Fellowship at Zentrum für interdisziplinäre Forschung, (Center for Interdisciplinary Research at Universität Bielefeld, Germany) Summer 2009; Foreign Language and Area Studies (FLAS) Fellowship for the study of Portuguese, Summer 2001; Incomplete List of Excellent Teachers – UIUC Fall 1999, Spring 2000, Spring 2001; Illinois State University Departmental Research Grant for Travel to Guadalajara, Mexico. Project Title: "Memory and History in Mexican Theatre," 1998

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Ochoa, John: Associate Professor of Spanish and Comparative Literature, Tenured**

**Education:** Ph. D. Department of Comparative Literature, Yale University (May, 1999), A. B. Independent Major ("Literary Theory, Vassar College (May, 1990); Studies at the Università per stranieri, Siena, Italy; Universidad Complutense, Madrid, Spain; Université de Paris (VII), France

**Academic Experience:** Associate Professor, Department of Spanish, Italian, and Portuguese and Department of Comparative Literature, Penn State University (2006-current); Associate Professor, Department of Hispanic Studies, University of California, Riverside (2005-2006)

**Research/Teaching Specializations:** Mexican Cultural and Intellectual History, Literature of the Americas (esp. travel literature), Latina/o Studies

**Overseas Experience:** Italy, Spain, France, Mexico

**Foreign Language Competence:** Spanish, French (reading and speaking, 4), Italian (reading and speaking, 4), Latin and Portuguese (reading knowledge, 3)

**Number of Area Studies, International Studies, Language Courses Taught:** 11; **Sample Courses:** Survey of Spanish Literature to 1700, Masterpieces of Hispanic Literature, Third-Year Grammar and Composition Spanish for the Native Speaker

**Number of Recent Publications: Journal Articles:** 5; **Book Chapters:** 2; **Sample Courses:** "Fuentes The Young." *PMLA*, Vol. 128 No. 3, May 2013. "Pastoralism, Parricide, and the PRI: Nostalgia and Self-Awareness in Yáñez's *Al filo del agua*" *Hispanic Review*, Vol. 81 No. 3, Summer 2013.

**Recent Recognitions/Awards/Honors:** University of California Faculty Development Award (Fall 2004); Resident Fellow, Research Group on "Cultural Politics," Center for Ideas and Society, University of California Riverside (Winter Quarter 2002)

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** 2

**Roberts, Bee-Yan: Professor of Economics and Asian Studies, Tenured**

**Education:** Ph. D., University of Wisconsin, Economics, August 1980, M. A., University of Wisconsin, Economics, December 1978, B. S., University of Singapore, Economics (Honors), January 1975, B. A., University of Singapore, Economics, January 1974.

**Academic Experience:** Professor, Pennsylvania State University, July 2001- present, Associate Professor, Pennsylvania State University, July 1992- June 2001, Assistant Professor, Pennsylvania State University, August 1981-July 1991, Lecturer, National University of Singapore, October 1980-June 1981

**Research/Teaching Specializations:** Development Economics, International Economics, Industrial Organization

**Overseas Experience:** Taiwan, Singapore, Malaysia, South Korea, Indonesia, Vietnam, Japan, Curacao, Italy, Belgium, Denmark, Norway, Germany, Sweden, Israel.

**Foreign Language Competence:** Mandarin and Malay (2), English (5)

**Number of Area Studies, International Studies, Language Courses Taught:** 2; **Sample Courses:** Economic Growth and the Challenges of World Poverty

**Number of Recent Publications: Journal Articles:** 1; **Works in Progress:** 3; **Sample Publications:** "A Model of Demand, Productivity and Foreign Location Decision among Taiwanese Firms", *Journal of International Economics*, 92 (2014), pp 304-316.

**Recent Recognitions/Awards/Honors:** Outstanding Undergraduate Instructor, Department of Economics, Schreyer Honors College, Excellence in Honors Teaching, College of Liberal Arts, Outstanding Teacher Award, Outstanding Faculty Award, Faculty Marshall, Department of Economics, Interfraternity Council and Panhellenic Council, Fall 1999

**Percentage of Time Dedicated to Area/International Studies:** 25-50

**Dissertations/Thesis Committees Past 5 Years:** 3

**Shen, Shuang: Associate Professor of Comparative Literature and Chinese, Tenured**

**Education:** Ph. D., City University of New York, 1998. M. A., Beijing University, Beijing, People's Republic of China, 1989. B. A., Beijing University, Beijing, People's Republic of China, 1987

**Academic Experience:** The Pennsylvania State University, University Park, PA Associate Professor, Comparative Literature Department and Asian Studies Program, July 2013 -- present Assistant Professor, Comparative Literature Department and Asian Studies Program, September 2009 – June 2013; Lingnan University, Hong Kong Assistant Professor, Chinese Department, January 2007 – August 2009; Rutgers University, New Brunswick, New Jersey Assistant Professor, English Department, September 2001-December 2006

**Research/Teaching Specializations:** Modern and contemporary Chinese literature, Sinophone literature of the twentieth century, Chinese diaspora literatures, Asian American literature, Postcolonial literature and theory

**Overseas Experience:** China, Hong Kong

**Foreign Language Competence:** Chinese

**Number of Area Studies, International Studies, Language Courses Taught:** 2; **Sample Courses:** Race, Gender and Identity in World Literature, Topics in Asian Literature, Chinese Writing

**Number of Recent Publications: Journal Articles:** 1; **Works in Progress:** 4; **Parts of Books:** 4 total, 1 forthcoming;

**Special Issues of Journals:** 1; **Book Reviews:** 1; **Sample Publications:** "From Deconstruction to Activism: The Chinese Independent Documentary and the Crowd" *Modern China*. Online First. (November 2 2014)

**Recent Recognitions/Awards/Honors:** October 2015 – February 2016. U. S. Core Scholar in Hong Kong. Fulbright Scholarship Program; July 2015 – October 2015. Visiting Senior Research Fellow (Sabbatical) at the Asia Research Institute; July 2015. CIAC (China and Inner-Asia Council) Small Grant for archival research in Hong

Kong. Amount: \$2000; McClennen, S. A. (Principal Investigator), Hayot, E. R. (Co-Principal Investigator), Abel, J. E. (Research Associate), Shen, S. (Research Associate), "Geographies of Power: Justice, Revolution, and the Cultural Imagination." Worldwide Universities Network, \$32,149. Funded for 2012-2013

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** 10

**Starosta, Anita: Associate Teaching Professor of English and Polish, Non-Tenured**

**Education:** Ph. D., UC Santa Cruz, History of Consciousness, B. A., summa cum laude, Cornell University, College Scholar in Literature

**Academic Experience:** Lecturer in Literary Arts and Studies, Rhode Island School of Design, Providence, RI  
Lecturer in Literary and Cultural Studies, Bryant University, Smithfield, RI (2011 – 2014)

Pembroke Center for Teaching and Research on Women, Brown University (2009 – 2010)

**Research/Teaching Specializations:** Language and literature in 20th-century and contemporary Eastern Europe, with special interest in formal experiment and translation

**Overseas Experience:** Poland, Spain, France, UK

**Foreign Language Competence:** Polish, research-level reading in Spanish and French and basic conversation in Spanish and French; elementary Russian; elementary Quechua

**Number of Area Studies, International Studies, Language Courses Taught:** 10; **Sample Courses:** Elementary Polish I, Jewish Literature: An International Perspective

**Number of Recent Publications: Books:** 1; **Journal Articles:** 3; **Sample Publications:** *Form and Instability: Eastern Europe, Literature, Post imperial Difference* (Northwestern University Press, 2016), co-editor of *Second-Hand Europe*, a special issue of the journal *boundary 2: an international journal of literature and culture* (2014).

**Recent Recognitions/Awards/Honors:** Collaborative Interdisciplinary Course Development Grant, Rhode Island School of Design (2013), Pembroke Center for Teaching and Research on Women, Brown University (2009 – 2010), University of California Chancellor's Dissertation Fellowship (2008 – 2009)

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** 2

**Tachibana, Reiko: Associate Professor of Comparative Literature, Japanese, and Asian Studies, Tenured**

**Education:** Ph. D. in Comparative Literature, The Pennsylvania State University, May 1991; Zertifikat: Deutsch als Fremdsprache, Gesamthochschule Kassel, July 1986. M. A. in German Literature, New York University, May 1985; B. A. in German, Indiana University of Pennsylvania, May 1982, Magna Cum Laude

**Academic Experience:** 1997--present: Associate Professor of Japanese and Comparative Literature, in the Department of Comparative Literature, The Pennsylvania State University, 1991--97: Assistant Professor of Japanese and Comparative Literature, in the Department of Comparative Literature, The Pennsylvania State University

**Research/Teaching Specializations:** Twentieth Century Japanese literature, Transnational writers of Japan, East-West literary relation, Japanese and German postwar fiction

**Overseas Experience:** Germany, Japan

**Foreign Language Competence:** German, Japanese

**Number of Area Studies, International Studies, Language Courses Taught:** 9; **Sample Courses:** Intro to Asian Literature; Japanese Literature in Its Cultural Context

**Number of Recent Publications: Translations:** 1; **Journal Articles:** 1, in progress; **Books:** 1, in progress; **Sample Publications:** *Form and Instability: Eastern Europe, Literature, Post imperial Difference* (Northwestern University Press, 2016), co-editor of *Second-Hand Europe*, a special issue of the journal *boundary 2: an international journal of literature and culture* (2014).

**Recent Recognitions/Awards/Honors:** College award for outstanding teaching by a tenure-line faculty member, Spring 2008; Global Fund at Penn State, Spring 2008; IAH grant at Penn State for the Colloquy on Asia in the Era of Globalization, 2003-2005; Faculty Award for Excellence in Teaching, Comp Lit, Penn State, Spring 2004; Short-Term Research Fellowship, the Japan Foundation, Spring 2003; NEH grants for The Asian Diaspora, 2002-2003, Spring 2002; NEH grants for The Asian Diaspora, 2002-2003; Ford "Broader-Crossing in the Regions" grant, AAS/NEAC, Spring 2002; IAHS grant at Penn State for Summer 2001; DAAD, Study Visit Grant for July 2000; Global Funds at Penn State for July 2000; Choice of the 1999 Academic Book Award; 1999

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** 2

**Thomas, Kevin: Associate Professor of Sociology, Demography, and African Studies, Tenured**

**Education:** Ph. D., University of Pennsylvania, - December 2004 M. A., University of Pennsylvania, 2003 M. D. A., Western Michigan University, 2001 B. A. Honors, University of Sierra Leone, 1998

**Academic Experience:** Associate Professor of Sociology, Demography, and African Studies, Pennsylvania State University: 2013 to present, Assistant Professor of African and African American Studies and Sociology, Pennsylvania State University: 2007 to 2013 David Bell Research Fellow, Center for Population and Development Studies, Harvard University: 2004 to 2005 Research Fellow, Harvard Initiative for Global Health/Center for Population and Development Studies: 2005 to 2007.

**Research/Teaching Specializations:** Migration/Immigration, Race and Ethnicity, Children and Families, Poverty, International Development, Africa

**Overseas Experience:** Sierra Leone

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught: 4; Sample Courses:** Migration, Urbanization, and Policy in the Developing World; African Poverty

**Number of Recent Publications: Books:** 3 total, 1 forthcoming; **Book Chapters:** 1; **Journal Articles:** 8 total, 1 forthcoming; **Sample Publications:** Thomas, K. J. A. *Global epidemics, local implications: African immigrants and the Ebola crisis in Dallas*. Johns Hopkins University Press (Under Contract). Thomas, K. J. A. 2017. *Contract workers, risk, and the war in Iraq: Sierra Leonean labor migrants at US military bases*. Montreal; McGill-Queens University Press. Thomas, K. J. A. 2014.

**Recent Recognitions/Awards/Honors:** Honorable Mention, Early Career Award, American Sociological Association (REM section): 2014 Young Scholar, Foundation for Child Development: 2012 to 2014 Fellow, Rock Ethics Institute, Pennsylvania State University

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** 12

**Wanner, Adrian: Liberal Arts Research Professor of Russian and Comparative Literature, Tenured**

**Education:** Ph. D., Russian Literature, Columbia University, 1992, Lic. Phil. [M. A. equivalent], French and Russian Philology, Zurich University, 1987-1985-86 Leningrad, Leningrad State University- 1982-83 Paris, Universités Paris-IV and Paris-VIII, Maturität, Type A (Latin and Greek), Kantonsschule Schaffhausen, Switzerland, 1979

**Academic Experience:** Liberal Arts Research Professor of Slavic Languages and Comparative Literature, Pennsylvania State University, 2014 – Present, Professor of Slavic Languages and Literatures and Comparative Literature, Pennsylvania State University, 2003 to 2014

**Research/Teaching Specializations:** Russian Literature, Translation, Translingual Diaspora Fiction

**Overseas Experience:** Germany, Russia, Switzerland

**Foreign Language Competence:** Fluent in German (5), French, Russian and Italian; Reading knowledge of Spanish, Latin and Classical Greek (4)

**Number of Area Studies, International Studies, Language Courses Taught: 18; Sample Courses:** Beginning and Intermediate Russian, Russian Culture and Civilization, The Culture of Stalinist Russia and Nazi Germany

**Number of Recent Publications: Books:** 2; **Journal Articles:** 7; **Book Chapters:** 2; **Sample Publications:** *The Bilingual Muse: Self-Translation among Russian Poets*. Evanston, IL: Northwestern University Press, forthcoming; “Writing the Translingual Life: Recent Memoirs and Auto-Fiction by Russian-American and Russian-German Novelists.” *L2 Journal*, vol. 7 (2015), pp. 141-151.

**Recent Recognitions/Awards/Honors:** “Lyrik-Empfehlung,” Deutsche Akademie für Sprache und Dichtung, for the book *Europäische Nacht*, 2015

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** 2

**Wright, Joseph: Associate Professor of Political Science, Tenured**

**Education:** 2007 Ph. D., University of California, Los Angeles 1999 M. A., Washington University (St. Louis, MO) 1998 B. A., Washington University (St. Louis, MO)

**Academic Experience:** 2012– Pennsylvania State University Jeffrey L. Hyde and Sharon D. Hyde Early Career Professor in Political Science 2008– Pennsylvania State University Assistant Professor of Political Science 2008 – 2009 University of Notre Dame, Kellogg Institute for International Studies Visiting Faculty Fellow 2007 – 2008 Princeton University, Niehaus Center for Globalization and Governance Postdoctoral Research Associate

**Research/Teaching Specializations:** Autocratic Politics; Global Development; Comparative Political Economy; Foreign Aid; Economic sanctions; Migration; Terrorism; Civil-military relations

**Overseas Experience:** Chile

**Foreign Language Competence:** Spanish, Portuguese (1)

**Number of Area Studies, International Studies, Language Courses Taught:** 3; **Sample Courses:** Comparative Authoritarianism, Foreign Policy and Dictatorships

**Number of Recent Publications: Books:** 2; **Articles:** 17; **Sample Publications:** *Foreign Pressure and the Politics of Autocratic Survival* (Oxford University Press), *How Dictatorships Work* with Barbara Geddes, Erica Frantz

**Recent Recognitions/Awards/Honors:** 2011 Roy C. Buck Award, best refereed publication by an untenured social science faculty member College of Liberal Arts, Pennsylvania State University 2008 Dissertation Award, Western Political Science Association

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** 9

**RIGHTS, CONFLICT, AND SECURITY****Lead Faculty****Maluwa, Tiyanjana: H. Laddie Montague Chair in Law, Professor of Law and International Affairs, Tenured**

**Education:** Ph. D., Queens' College, University of Cambridge, United Kingdom (1984). Master of Laws (LL. M.), University of Sheffield, United Kingdom (1979), Bachelor of Laws (LL. B.), University of Malawi (1977).

**Academic Experience:** January 18, 2004 to date: Professor of Law and H. Laddie Montague Chair in Law, School of Law, The Pennsylvania State University, February 1, 2017 to August 31, 2017: Senior Research Fellow, KFG International Law Research Group, Humboldt University, Berlin, Germany; January – May 2005: Director and Resident Faculty, Penn State University School of Law Study Abroad Program at Institute of Advanced Legal Studies, University of London, United Kingdom, January 1, 1999 to December 31, 2006: Extraordinary Professor of Law (on a visiting basis), University of Pretoria, South Africa., December 1, 1995 to December 31, 1997

**Research/Teaching Specializations:** Public international law, human rights and international organizations

**Overseas Experience:** South Africa, Malawi, UK, Botswana, Germany, Switzerland, Ethiopia, Jamaica, Mozambique

**Foreign Language Competence:** Chewa (4), French (4)

**Number of Area Studies, International Studies, Language Courses Taught:** 6; **Sample Courses:** International Human Rights Seminar, The United Nations and International Law Seminar

**Number of Recent Publications: Books:** 2; **Book Chapters:** 7 total, 2 forthcoming; **Journal Articles:** 2; **Sample Publications:** *The Pursuit of a Brave New World in International Law: Essays in Honour of John Dugard*, (with Du Plessis, M. & Tladi, D., Eds.), (Nijhoff/Brill, 2017). *Law, Politics and Rights: Essays in Memory of Kader Asmal*, (Ed.), (Nijhoff/Brill, 2013).

**Recent Recognitions/Awards/Honors:** UN Special Rapporteur for Human Rights in Nigeria; British Council Fellowship; British Council International Seminar, "The Legal Control of Public Power in Europe" London, UK, '94

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** 10

### **Core Participating Faculty**

#### **Brockopp, Jonathan E: Associate Professor of History and Religious Studies, Tenured**

**Education:** 1995: Ph. D., with Distinction, Yale University, Religious Studies 1992: M. Phil., Yale University, Religious Studies (Additional graduate study at the American University in Cairo, Bourguiba Institute in Tunisia and Tübingen University). 1984: B. A., with High Distinction, Valparaiso University, History

**Academic Experience:** Spring, 2008 Visiting Professor of Religious Studies at Oberlin College 1995-2003 Assistant Professor of Religion, Bard College Fall, 1994 Teaching assistant at Yale University 1992-993

**Research/Teaching Specializations:** Islamic law; comparative religions; religious ethics; Arabic

**Overseas Experience:** Egypt, Tunisia, Germany

**Foreign Language Competence:** German (5), Classical and Modern Standard Arabic (4), good conversational skills in Egyptian and Levant dialects (3); Tunisian dialect (2), French (4), Spanish (3), Hebrew (2), Persian (2)

**Number of Area Studies, International Studies, Language Courses Taught:** 9; **Sample Courses:** Cairo as Microcosm of the Islamic World, Islamic Civilization, World Religions

**Number of Recent Publications: Books:** 1, **Journal Articles:** 2; **Book Chapters:** 4; **Encyclopedia Articles:** 1; **Sample Publications:** *Muhammad's Heirs: The Rise of Muslim Scholarly Communities*, 622-950. Studies in Islamic Civilization. Cambridge University Press, 2017; "Ibn Abd al-Hakam, Family" in *Encyclopedia of Islam* (third edition). Leiden: E. J. Brill, 2016.

**Recent Recognitions/Awards/Honors:** 2017 Grant from Center for Global Studies to support Symposium on Tunisian manuscripts, 2016 Collaborative Colloquium award from the Institute for the Arts and Humanities, Penn State (with Daniel Falk) Digital Humanities Grant from the Center for Humanities and Information to support work on Tunisian Manuscripts, 2013 Fellowship, Institute for the Arts and Humanities, Penn State

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** 5

#### **Marks, Jonathan: Associate Professor of Bioethics, Humanities and Law, Affiliate Law Faculty, Tenured**

**Education:** 1995, M. A., Jurisprudence, Oxford University (Worcester College); 1991, B. C. L. (L. L. M. equivalent), Oxford University (Worcester College); B. A., Jurisprudence, Oxford University (Worcester College)

**Academic Experience:** 2006-present, Associate Professor of Bioethics, Humanities, and Law, Penn State University; 2000-present, Barrister, Matrix Chambers (leading human rights law chambers), Gray's Inn, London; 2013-15, Network Fellow, Lab on Institutional Corruption; 2011-12, Non-Residential Fellow, Lab on Institutional Corruption; 2010-11, Lab Fellow, Lab on Institutional Corruption; 2009-10, Edmond J. Safra Faculty Fellow in Ethics, Edmond J. Safra Center For Ethics, Harvard University; 2015, Visiting Researcher, Brocher Institute, Geneva; 2014, Visiting Scholar, Hastings Center, Garrison, NY; Network Fellow, Lab on Institutional Corruption, 2013-15; Non-Residential Fellow, Lab on Institutional Corruption (2011-13)

**Research/Teaching Specializations:** Intersections of human rights law, bioethics, and public health policy

**Overseas Experience:** Switzerland, Italy, Scotland, Great Britain, Canada, Germany

**Foreign Language Competence:** French and Latin (3); Italian (2)

**Number of Area Studies, International Studies, Language Courses Taught:** 4; **Sample Courses:** Perspectives in Macro-Bioethics, Intro to Bioethics

**Number of Recent Publications: Books:** 1; **Articles and Essays:** 8; **Book Chapters:** 1; **Sample Publications:** Marks, J. "The Perils of Partnership: Industry Influence, Institutional Integrity, and Public Health" (manuscript under review at Oxford University Press); Marks, J. "Neuroskepticism: Rethinking the Ethics of Neuroscience and National Security," in James Giordano (Ed.), *Neurotechnology in National Security and Defense: Practical Considerations, Neuroethical Concerns*, Taylor and Francis, 2014, 179 – 198.

**Recent Recognitions/Awards/Honors:** Mediator accredited by CEDR, London; 1990, Council of Legal Education Scholarship; 1990, Inner Temple Major Scholarship to the Bar; 1990, Scottish Studentship Award

**Percentage of Time Dedicated to Area/International Studies:** 40

**Dissertations/Thesis Committees Past 5 Years:** n/a

### **Wright, Melissa: Professor of Women's, Gender, and Sexuality Studies and Geography, Tenured**

**Education:** Ph. D. from Department of Geography and Environmental Engineering, Johns Hopkins University, 1997; B. A. Social Studies, Harvard-Radcliffe College, 1987

**Academic Experience:** Professor of Women's, Gender, and Sexuality Studies, Pennsylvania State University, University Park, PA (present), extensive fieldwork; conference "Outlandish: Life, Love, and Sex in the U. S., from the Viewpoint of Queer Regionalism," 2011-2015; 2005-2011, Associate Professor, The Pennsylvania State University, Department of Geography and Department of Women's Studies, 2011-present; 2008-2011, Director, Latina/o Studies Minor, The Pennsylvania State University; 2000-2005, Assistant Professor, The Pennsylvania State University, Department of Geography and Department of Women's Studies

**Research/Teaching Specializations:** The dynamics linking political, cultural and economic processes, based primarily in Mexico and along the Mexico-U. S. border; the emergence of an international social movement that protests violence against women along the Mexico-U. S. border; how violence in northern Mexico along with the federal militarization of urban space has affected public life along both sides of the Mexico-US border.

**Overseas Experience:** China, Hong Kong, Mexico

**Foreign Language Competence:** Spanish

**Number of Area Studies, International Studies, Language Courses Taught:** 3; **Sample Courses:** Political Geography, Global Feminism

**Number of Recent Publications: Book Chapters:** 1; **Journal Articles:** 2; **Sample Publications:** *The Gender, Place and Culture* Jan Monk Distinguished Annual Lecture: Gentrification, assassination and forgetting in Mexico: a feminist Marxist tale" in *Gender, Place and Culture* 21(1): 1-16; "Feminicidio, Narcoviolencia and Gentrification: The Feminist Fight in Ciudad Juárez." *Environment and Planning D: Society and Space* 31 (5): 830-845.

**Recent Recognitions/Awards/Honors:** n/a

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

### **Additional Affiliated Faculty**

#### **Baker, David: Professor of Sociology, Education, and Demography, Tenured**

**Education:** Ph. D., The Johns Hopkins University, Baltimore, MD, 1982. Sociology. M. S., Boston University, Boston, M. A., 1975. Communication Research. B. A., Albion College, Albion, MI, 1974. Psychology.

**Academic Experience:** 2015- Graduate Faculty, Demography; 2013- Faculty Affiliate, Social Thought Program, College of Liberal Arts, Pennsylvania State University; 2010- Research Affiliate, the Group for Analysis of Development (GRADE), Lima Peru; 2014- Research Scientist, The Center for the Study of Higher Education, The Pennsylvania State University

**Research/Teaching Specializations:** Cross-national research, education as an institution, schooling effects on health, development of the university in society

**Overseas Experience:** Peru, Germany, Japan, China, Taiwan, Qatar

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 3; **Sample Courses:** Sociology of Education; Education and Demography

**Number of Recent Publications: Books:** 1; **Journal Articles:** 7; **Book Chapters:** 2; **Encyclopedia Articles:** 1; **Works in Progress:** 3; **Sample Publications:** Baker, D. (in-print) *The Schooled Society: The Educational Transformation of Global Culture*. Palo Alto CA: Stanford University Press; Wiseman, A., Astiz, F. and Baker, D. (2013) "Comparative Education Research Framed by NeoInstitutional Theory: A Review of Diverse Approaches and Conflicting Assumptions." *Compare Journal*.

**Recent Recognitions/Awards/Honors:** Winner of Association for the Study of Higher Education's 2017 Award for Significant Research on International Higher Education, Winner of the 2015 AERA Outstanding Book Award by the American Education Research Association

**Percentage of Time Dedicated to Area/International Studies:** 50

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Banaszak, Lee Ann: Head of Department of Political Science and Professor, Tenured**

**Education:** Ph. D., 1989 Political Science, Washington University, St. Louis, Missouri. M. A. 1983 Political Science, Northwestern University, Evanston, Illinois. B. A. 1981 Political Science, University of Chicago, Chicago, Illinois

**Academic Experience:** 2014 (July)-present Head, Department of Political Science, Penn State University; 2011-present Professor, Pennsylvania State University; 2009-2014 Director of Graduate Studies, Department of Political Science, Pennsylvania State University; 2008-09 Guest Scholar, Wissenschaftszentrum Berlin für Sozialforschung, Zivilgesellschaft, Citizenship und politische Mobilisierung in Europa Forschungsgruppe (Berlin, Germany); 1994-2011 Associate Professor, Pennsylvania State University; 2004-08 Graduate Placement Director, Department of Political Science, Pennsylvania State University; 2000 Guest Scholar, Wissenschaftszentrum Berlin für Sozialforschung, Öffentlichkeit und soziale Bewegungen Abteilung (Berlin, Germany); 1995 Visiting Lecturer, Universiti Kebangsaan Malaysia; 1989-1994 Assistant Professor, Iowa State University

**Research/Teaching Specializations:** Comparative political behavior, social movements, and women and politics

**Overseas Experience:** Germany, Malaysia, Switzerland

**Foreign Language Competence:** German

**Number of Area Studies, International Studies, Language Courses Taught:** 2; **Sample Courses:** Gender and Politics

**Number of Recent Publications: Books:** 1; **Journal Articles:** 3; **Book Chapters:** 1; **Book Reviews:** 1; **Other Publications:** 1; **Works in Progress:** 5; **Sample Publications:** *100 years of the Nineteenth Amendment: An Appraisal of Women's Political Activism* (Edited Volume with Holly McCammon). (In press: Oxford: Oxford University Press); "Inside the State: Activism within Legislative and Governmental Agency Forums" (2017). *The Oxford Handbook of U. S. Women's Activism*, edited by Holly McCammon, Verta Taylor, Jo Reger, and Rachel Einwohner. New York: Oxford University Press. Pp. 487-506. (with Anne Whitesell).

**Recent Recognitions/Awards/Honors:** Sophonisba Breckinridge Award for the best paper delivered on women and politics at the Midwest Political Science Association Meetings. 2006; Carrie Chapman Catt Prize for Research on Women and Politics. Honorable Mention. 2003; Alice Paul Award for best dissertation proposal by a woman. Awarded by the Women's Caucus for Political Science, 1987.

**Percentage of Time Dedicated to Area/International Studies:** 80

**Dissertations/Thesis Committees Past 5 Years:** 6

**Casper, Gretchen: Associate Professor of Political Science, Tenured**

**Education:** Ph. D., The University of Michigan, 1987, M. A. The University of Michigan, 1983, B. A. Boston College, 1980, Summa Cum Laude

**Academic Experience:** 1998- present, Associate Professor, Penn State University; 2004-05 Visiting Scholar, University of Michigan, Ann Arbor; 2004 Visiting Scholar, Peace Research Institute of Oslo, Norway (May-June); 1998-99 Visiting Associate Professor, California Institute of Technology; 1993-98 Associate Professor, Texas A&M University; 1997 Visiting Scholar, University of Washington, Seattle (Summer); 1996 Visiting Scholar, University of Michigan, Ann Arbor (Summer); 1987-93 Assistant Professor, Texas A&M University; 1990 Visiting Scholar, University of Michigan, Ann Arbor (Summer); 1988 Visiting Research Associate, Institute of Philippine Culture, Ateneo de Manila University, Philippines (May-July); 1986-87 Instructor, Grinnell College

**Research/Teaching Specializations:** Democratization, Politics of Developing Countries, Comparative Political Elites, Civil Conflict.

**Overseas Experience:** Malaysia, Philippines, Norway

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 10; **Sample Courses:** Civil Conflict, Comparative Political Institutions: Regimes and Transitions, Democratization in Asia

**Number of Recent Publications: Books:** 1 in progress; **Journal Articles:** 1 forthcoming; **Sample Publications:** Using Sequences to Model Crises; Political Science Research and Methods (forthcoming, with Matthew Wilson)

**Recent Recognitions/Awards/Honors:** Faculty Marshal, College of Liberal Arts, Summer Commencement Ceremonies, Penn State University, 2014; Faculty Marshal, Department of Political Science, Spring Commencement Ceremonies, Penn State University, 2011; President's Fund for Research Award, Pennsylvania State University, 2008; (with Cynthia Rathinasamy and John Richter)

**Percentage of Time Dedicated to Area/International Studies:** 90

**Dissertations/Thesis Committees Past 5 Years:** 4

**Cao, Xun: Associate Professor of Political Science, Tenured**

**Education:** Ph. D. in Political Science, August 2007 University of Washington, Seattle, WA, USA B. A. International Relations and French, July 2001 Foreign Affairs College, Beijing, China

**Academic Experience:** Associate Professor, Department of Political Science, Penn State University, July 2015 – present; Assistant Professor, Department of Political Science, Penn State University, August 2011 - June 2015; Lecturer (US equivalent: Assistant Professor), Department of Government, University of Essex, September 2007 - August 2011 (on leave September 2007 - June 2008); Post Doctoral Fellow, Niehaus Center for Globalization and Governance, Woodrow Wilson School of Public & International Affairs, Princeton University, Sept. 2007 - June 2008.

**Research/Teaching Specializations:** International Relations

**Overseas Experience:** China, France, Switzerland

**Foreign Language Competence:** Chinese (5), French (4)

**Number of Area Studies, International Studies, Language Courses Taught:** 4; **Sample Courses:** Theories of International Relations, Globalization and Its Implications, Political Geography, Environmental Politics

**Number of Recent Publications: Journal Articles:** 9; **Sample Publications:** Xun Cao, Haiyan Duan, Chuyu Liu, James Piazza, and Yingjie Wei: “Explaining Ethnic Violence on China’s Western Frontier: The Ethnic Violence in China (EVC) Database and an Initial Test on the Effects of Inter-ethnic Inequality and Natural Resources in Xinjiang.” *Forthcoming, China Review*; Xun Cao, Andrew Kleit, and Chuyu Liu: “Why Invest in Wind Energy? Career Incentives and Chinese Renewable Energy Politics.” *Energy Policy*, vol. 99, December 2016.

**Recent Recognitions/Awards/Honors:** The Chiang Ching-kuo Foundation Research Grant 2015-2016 (PI; co-PI: Dr. Andrew Kleit and Dr. Chu Wei; \$27,584): China Addresses Climate Change - A Political and Economic Analysis. Social Science Research Institute, Penn State University, Level I Research Grant (with Dr. Andrew Kleit, \$4,904): China Addresses Climate Change — A Political and Economic Analysis British Academy Small Research Grant 2009-2011 (£7,261): Trade Competition, National Political Institutions, and Domestic Pollution.

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** 11

**Decker, Alicia: Associate Professor of Women's, Gender & Sexuality Studies and African Studies, Tenured**

**Education:** Ph. D. in Women’s Studies Emory University, M. A. in Gender Studies at Makerere University in Uganda; BA in Anthropology from the University of Minnesota.

**Academic Experience:** Associate Professor of Women’s Studies and African Studies, 2014- present, Co-Founder and Co-Director of the African Feminist Initiative, 2015- present

**Research/Teaching Specializations:** Gender and militarism, African women’s history, and global feminisms

**Overseas Experience:** Uganda, Russia, Croatia, Italy, South Africa, Denmark, Tanzania

**Foreign Language Competence:** Luganda (4), Swahili (3), French: (2)

**Number of Area Studies, International Studies, Language Courses Taught:** 4; **Sample Courses:** African Feminisms; Gender, and Power: Feminist Thought and Politics

**Number of Recent Publications: Books:** 2; **Book Chapters:** 2; **Journal Articles:** 9; **Sample Publications:** *In Idi Amin’s Shadow: Women, Gender, and Militarism in Uganda* (Ohio University Press, 2014), and co-author with Andrea Arrington of *Africanizing Democracies: 1980 to the Present* (Oxford University Press, 2015), **Articles:** Decker, Alicia C., and Gabeba Baderoon. “African Feminisms: Cartographies for the 21<sup>st</sup> Century.” *Meridians: Feminism, Race, Transnationalisms* 16, no. 2 (2018): Forthcoming.; Decker, Alicia C. “Commentary on Tripp’s ‘Comparative Perspectives on Concepts of Gender, Ethnicity, and Race.’ ” *Politics, Groups and Identities* 4, no. 2 (2016): 331-334.

**Recent Recognitions/Awards/Honors:** Selected as Faculty Marshall for Spring Commencement Ceremony, Department of Women’s, Gender, and Sexuality Studies, Penn State, 2018, Finalist for the Aidoo-Snyder Book Award for *In Idi Amin’s Shadow: Women, Gender, and Militarism in Uganda*.

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** 11

**Dodoo, Francis: Liberal Arts Research Professor of Sociology and Demography, Tenured**

**Education:** Washington State University – BA (06/1983); M. A. (08/1986) BA degree conferred Summa Cum Laude (GPA-3. 96/4. 00) University of Pennsylvania – M. A. (08/1985); Ph. D. (12/1988)

**Academic Experience:** Professor, The Pennsylvania State University (2003 - present), Director, Regional Institute for Population Studies, The Pennsylvania State University; Full Professor (2001) and Founding Chair (2002), Department of African American Studies, and Faculty Associate, Maryland Population Research Center, University of Maryland; Associate Professor of Sociology, Vanderbilt University (1995 - 2001); Director, African American Studies (1995 - 1998), Vanderbilt University; Director, and Senior Fellow of the Population Council, African Population and Health Research Center, Nairobi (1998 - 2000); Associate Professor of Sociology, Tulane University, 1994-1995; Founding Director, African and Diaspora Studies, Tulane University, (1992 - 1995); Assistant Professor of Sociology, Tulane University, 1988-1994

**Research/Teaching Specializations:** African Demography, race and ethnic inequality, AIDS and population health

**Overseas Experience:** Canada, Israel, Spain, Tanzania, Ghana, South Africa, France

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** Demography

**Number of Recent Publications:** 0 listed since 2013

**Recent Recognitions/Awards/Honors:** 2009-14 Co-PI/PI. Gendered Social Context of Adolescent HIV Risk Behavior: Family, Peer Group, and Community Influences in Southeastern Ghana. National Institutes of Health—National Institute of Child Health and Human Development (NICHD), (\$3,270,001). PENDING; University of Ghana Regional Institute for Population Studies (RIPS) Visiting Scholar Training Program at The Pennsylvania State University (2008-2010). Hewlett Foundation Grant. November to November (\$300,000); Board of Directors Award, National Council of Ghanaian Associations, Inc., NY, 2007 The Grand Medal (GM) of the Republic of Ghana, 2006.

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** 10

**Dowler, Lorraine: Associate Professor of Geography and Women's Studies, Tenured**

**Education:** Ph. D. Geography, Syracuse University; MLA Landscape Architecture, SUNY - Environmental Science and Forestry; B. S. Marketing, Business Administration, Manhattan College

**Academic Experience:** Associate Professor of Geography and Women's Studies, Pennsylvania State University, University Park, PA (present).

**Research/Teaching Specializations:** Political geography, gender, qualitative methods, feminist geopolitics.

**Overseas Experience:** Ireland

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** n/a

**Number of Recent Publications: Book Chapters:** 4; **Journal Articles:** 8; **Sample Publications:** Lorraine Dowler, A. Marie Ranjbar. (2018) Praxis in the City: Care and (Re)Injury in Belfast and Orumiyeh. *Annals of the American Association of Geographers* 108:2, pages 434-444; Dowler, L, Christian, J, Ranjbar, A (2014) A feminist visualization of the intimate spaces of security. *Area* 46: 347–349.

**Recent Recognitions/Awards/Honors:** 2003: The College of EMS, College Mentoring Award; 2001: The College of EMS Wilson Award for Outstanding Teaching

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Eghigian, Greg: Professor of History, Tenured**

**Education:** Ph. D., Modern European History, University of Chicago, 1993. M. A., Modern European History, University of Chicago, 1985. B. A., Psychology, Bard College, 1983.

**Academic Experience:** Director, Science, Technology, and Society Program, Penn State University, July 2007-July 2012; Associate Professor of Modern History, Penn State University, since July 1999

**Research/Teaching Specializations:** History of the human sciences; History of madness; History of the paranormal; History of crime and punishment; 20th Century history; Modern European history

**Overseas Experience:** Germany, The Netherlands, England, Belgium

**Foreign Language Competence:** German, Russian (2)

**Number of Area Studies, International Studies, Language Courses Taught:** 4; **Sample Courses:** Deviance, Crime, and Madness in Modern Europe: Social Theory and History

**Number of Recent Publications: Books:** 2; **Articles:** 3, **Sample Publications:** *The Routledge History of Madness and Mental Health* (Routledge, 2017); *The Corrigible and the Incurable: Science, Medicine, and the Convict in Twentieth-Century Germany* (University of Michigan Press, 2015)

**Recent Recognitions/Awards/Honors:** Charles A. Lindbergh Chair in Aerospace History, Smithsonian National Air & Space Museum (2017), NASA and American Historical Association Fellow in Aerospace History (2016-2017); American Philosophical Society, Library Residential Fellowship (2015); Editorial Board and History Section Editor, *Psychiatric Times*, American Philosophical Society, Library Residential Fellowship (2015)

**Percentage of Time Dedicated to Area/International Studies:** 80

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Finke, Roger: Distinguished Professor of Sociology, Religious Studies, and International Affairs, Tenured**

**Education:** Ph. D., University of Washington, Seattle, Washington, 1984, Sociology M. A., University of Washington, Seattle, Washington, 1981, Sociology B. A., Concordia College, Seward, Nebraska, 1976, Social Work.

**Academic Experience:** Distinguished Professor of Sociology, Religious Studies and International Affairs, Pennsylvania State University, University Park, PA, 2015 to present Professor of Sociology and Religious Studies, Pennsylvania State University, University Park, PA, 2000 to 2015; Visiting professor, Sino-U. S. -European Summer Institute for the Scientific Study of Religion, Renmin University, Beijing, China, 2005 Associate Professor of Sociology, Purdue University, West Lafayette, IN, 1992 to 2000 Visiting professor, Pew Younger Scholars Program, Summer, University of Notre Dame, Notre Dame, Indiana, 1995, 2000; Assistant Professor of Sociology, Purdue University, West Lafayette, IN, 1989- 1992; Assistant Professor of Sociology, Loyola University of Chicago, Chicago, IL, 1986-1989

**Research/Teaching Specializations:** Religion and state relations, comparative historical, democracy, global religions

**Overseas Experience:** China, Israel, Taiwan, Switzerland, Brazil

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 1; **Sample Courses:** Sociology of Religion

**Number of Recent Publications: Edited Books:** 2; **Book Chapters:** 3; **Journal Articles:** 8 total, 1 forthcoming, 2 under review; **Book Reviews:** 1; **Sample Publications:** Roger Finke 2017 "When Contact Counts: Testing Interreligious Contact on Out-group Prejudice in the Caucasus Region." *Social Science Research* 63: 308-323; Finke, Roger Roand Christopher D. Bader, (eds.), 2017, *Faithful Measures: The Art and Science of Measuring Religion*. New York, NY: New York University Press.

**Recent Recognitions/Awards/Honors:** Pennsylvania State University Faculty Outreach Award, 2016 Elected to the Sociological Research Association, 2016 Outstanding Faculty Award, Department of Sociology and Crime, Law and Justice, Pennsylvania State University, 2013; Distinguished Article Award from the American Sociological Association's Sociology of Religion Section, 2009, for "Religious Persecution in Cross-National Context," *American Sociological Review* 72: 633-658

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Gartner, Scott Sigmund: Director, Penn State School of International Affairs, and Professor of International Affairs, Tenured**

**Education:** Ph. D. in Political Science 1992. The University of Michigan. M. A. in Political Science 1989. The University of Michigan. M. A. in International Relations 1987. The University of Chicago. (High Pass/German) BA in History 1986. The University of Chicago (w/Honors).

**Academic Experience:** Director, School of International Affairs Penn State School of International Affairs, 2015 - present, Professor of International Affairs Penn State School of International Affairs, 2011- present, Affiliate Professor of Law Penn State University School of Law; 2012-present., Affiliate Professor of Political Science Penn State University, 2013- present, Affiliate Professor of Engineering Systems Penn State University, 2016- present, Senior Advisor For Net Assessment of Violent Non-State Actors Supporting a Federal Government Agency. 2015- present, Visiting Professor Naval Postgraduate School, Defense Analysis, 2014; Director, International Relations Program UC Davis, International Relations Program, 2009-11; Professor of Political Science UC Davis, Department of Political Science, 2007-11

**Research/Teaching Specializations:** National and international security, counter-terrorism, cyber security, international conflict mediation and policy assessment

**Overseas Experience:** India, Sweden, New Zealand, Australia, Canada, Austria

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 4; **Sample Courses:** US National Security, Advanced International Affairs

**Number of Recent Publications: Books:** 1 forthcoming; **Journal Articles:** 13; **Book Chapters:** 1; **Journal Special Issues:** 3; **Columns:** 12; **Sample Publications:** *Calculating War: The Public and a Theory of Conflict*. Under Contract. NY: Cambridge University Press (w/G. Segura); “Unbalanced Policy Priorities and the Interrogation of Terror Suspects.” 2016. *Foreign Policy Analysis*. (w/C. Langlois).

**Recent Recognitions/Awards/Honors:** Thomas Jefferson Prize awarded by the Society for the History of the Federal Government, Honorable Mention, Dartmouth Medal, RUSA Outstanding Reference Award

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** 6

**Houck, James W.: Vice Admiral, JAG Corps, U. S. Navy (Ret.), Distinguished Scholar in Residence, Penn State Law and the School of International Affairs, Director, Center for Security Research and Education, Non-Tenured**

**Education:** LL. M., Georgetown University Law Center; J. D., University of Michigan Law School; B. S., U. S. Naval Academy.

**Academic Experience:** Dean Houck joined Penn State after retiring as the 41st Judge Advocate General (JAG) of the U. S. Navy. His teaching and research focus on international law, national security law, and maritime law and policy. As the Judge Advocate General, Admiral Houck served as the principal military legal counsel to the Secretary of the Navy and Chief of Naval Operations and led more than 2,000 attorneys, enlisted legal staff, and civilian employees of the worldwide Navy JAG Corps. He also served as the Department of Defense Representative for Ocean Policy Affairs and oversaw the Department of the Navy's military justice system.

**Research/Teaching Specializations:** International law, national security law, and maritime law and policy

**Overseas Experience:** Middle East

**Foreign Language Competence:** Arabic (3)

**Number of Area Studies, International Studies, Language Courses Taught:** 4; **Sample Courses:** International Law; National Security Law

**Number of Recent Publications: Journal Articles:** 2; **Sample Publications:** *Caroline Revisited: An Imagined Exchange between John Kerry and Ali Ahkbar Salehi*, 2 *Penn State Journal of Law and International Affairs*, 2013; *The Opportunity Costs of Ignoring the Law of the Sea Convention in the Arctic*, *Hoover Institution Press*, 2013

**Recent Recognitions/Awards/Honors:** Member of the Council on Foreign Relations

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** 2

**Iceland, John: Professor of Sociology and Demography, Tenured**

**Education:** 1997 Ph. D. Brown University, Sociology 1994 A. M. Brown University, Sociology 1992 A. B. Brown University, Sociology, with Honors

**Academic Experience:** 2008 - present Professor of Sociology and Demography, Pennsylvania State University, 2008-present, Research Associate, Population Research Institute, Pennsylvania State University; 2011-2017, Head, Department of Sociology, Pennsylvania State University; 2005-2008 Associate Professor, Sociology Department, University of Maryland-College Park 2008 Associate Director, Maryland Population Research Center 2003-2005 Assistant Professor, Sociology Department, University of Maryland-College Park; 2001-2003 Branch Chief, Poverty and Health Statistics Branch, U. S. Census Bureau; 1998-2001 Analyst, Poverty and Health Statistics Branch, U. S. Census Bureau; 1996-1998 Postdoctoral Research Fellow, Institute for Social Research and Population Studies Center at the University of Michigan

**Research/Teaching Specializations:** Demography, Urban, Community, and Spatial Sociology, Social Inequality, Immigration and Incorporation

**Overseas Experience:** Taiwan, France, UK

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** n/a

**Number of Recent Publications: Books:** 3; **Edited Book Series:** 1, under contract; **Journal Articles:** 10; **Sample Publications:** Iceland, John. 2017. *Race and Ethnicity in America*. Berkeley, CA: University of California Press. Iceland, John. 2014. *A Portrait of America*. Berkeley, CA: University of California Press. Iceland, John. 2013. *Poverty in America* (3rd Edition). Berkeley, CA: University of California Press. --1st Edition published in 2003, 2nd Edition published in 2006.

**Recent Recognitions/Awards/Honors:** 2018 Raymond Lombra Award for Distinction in the Social Sciences, College of the Liberal Arts, Penn State University; 2015 Elected to the Sociological Research Association; 2006 Morris Rosenberg Mentorship Award, University of Maryland Department of Sociology, for mentoring graduate students; 2001-2003 Special Achievement Awards for research contributions, U. S. Census Bureau; 1999 Bronze Medal Award for innovative research, U. S. Census Bureau

**Percentage of Time Dedicated to Area/International Studies:** 50

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Iqbal, Zaryab: Associate Professor of Political Science, Tenured**

**Education:** Ph. D., Political Science, Emory University (2004); M. A., Josef Korbel School of International Studies, University of Denver (1998); B. A. with Honors and Highest Distinction, University of North Carolina – Chapel Hill (1996)

**Academic Experience:** Associate Professor, Department of Political Science, Pennsylvania State University (2011–present); Administrative Fellow, Office of the Executive Vice President and Provost, Pennsylvania State University (2016–2017); Assistant Professor, Department of Political Science, Pennsylvania State University (2008–2011); Assistant Professor, Department of Political Science, University of South Carolina (2004–2007)

**Research/Teaching Specializations:** International Conflict and Security, Domestic Politics and International Relations, International Public Health

**Overseas Experience:** Pakistan, Argentina, The Netherlands, Hungary, Scotland

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** International Relations Theory and Methodology, Genocide and Tyranny, International Relations Theory, Theories of War, Global Security, Controversies in World Politics, International Relations

**Number of Recent Publications: Books:** 2 total, 1 under contract, **Other Publications:** 3; **Sample Publications:** Iqbal, Zaryab and Christopher Zorn. *Political Assassination in the Contemporary World Order*. Under contract at the University of Chicago Press; Iqbal, Zaryab and Christopher Zorn. *Political Assassination in the Contemporary World Order*. Under contract at the University of Chicago Press, Iqbal, Zaryab and Harvey Starr. 2016.

**Recent Recognitions/Awards/Honors:** Fellow, Penn State Rock Ethics Institute and Schreyer Honors College Faculty Seminar, 2009

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Inwood, Joshua: Associate Professor of Geography and African Studies, Research Associate, Rock Ethics Institute, Tenured**

**Education:** University of Georgia, Ph. D. Geography, 2007; Kent State University, M. A. Geography, 2000; Michigan State University, B. A. Geography, 2000, B. A. History, 2000

**Academic Experience:** *Associate Professor.* Joint appointment between the Department of Geography and The Rock Ethics Institute, The Pennsylvania State University, 2016-Present, *Associate Professor.* Joint appointment between the Department of Geography and the Africana Studies Program, University of Tennessee, 2014-2016; *Assistant Professor.* Joint appointment between the Department of Geography and the Africana Studies Program, University of Tennessee, 2010-2014. *Assistant Professor.* Department of Geology and Geography, Auburn University, 2007-2010. Affiliated faculty with the Africana Studies Program, 2007-2010. Affiliated faculty with the Women Studies Program, 2008-2010.

**Research/Teaching Specializations:** Critical race theory, Peace geography, Social movements, Political economy, Urban geography

**Overseas Experience:** UK, Puerto Rico, Germany, New Zealand

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** Introduction to Geopolitics, Geography of Human Rights, Geographies of Race and Ethnicity

**Number of Recent Publications: Books:** 1 under review; **Book Chapters:** 4, **Journal Articles:** 24 total, 4 under review; **Book Reviews:** 2; **Encyclopedia Entries:** 1; **Edited Journal Issues:** 1; **Non-refereed Publications:** 14; **Sample Publications:** Inwood, J. and Alderman, D. (2018) When the Archive Sings to You: SNCC and the Atmospheric Politics of Race. *Cultural Geographies*. 25 (2) 361-368; Alderman, D. and Inwood, J. 2013. "Landscapes of Memory and Socially Just Futures." In: Johnson, N; Schein, R., and Winders, J. *The Wiley-Blackwell Companion to Cultural Geography*. London: Wiley-Blackwell.

**Recent Recognitions/Awards/Honors:** Stanley Brunn Young Scholar Award; Association of American Geographers, Political Geography Specialty Group, 2015; Glenda Laws Award; Association of American Geographers

**Percentage of Time Dedicated to Area/International Studies:** 75

**Dissertations/Thesis Committees Past 5 Years:** 10

**Jett, Dennis: Professor of International Affairs, Tenured**

**Education:** Ph. D., 1998 - International Relations, University of the Witwatersrand, Johannesburg, South Africa. BA, 1967 and M. A., 1969 - Economics, University of New Mexico, Albuquerque, New Mexico. U. S. Naval Academy, Annapolis, Maryland, 1964-1965. University of Miami, Miami, Florida, graduate work in international relations, 1985-86.

**Academic Experience:** 2015-2016 Research Fellow, S. Daniel Abraham Center for International and Regional Studies, Tel Aviv University 2015-2016 Fulbright Senior Scholar teaching and research grant, Tel Aviv University 2008-Present Professor of International Affairs and Founding faculty member of the School of International Affairs, Penn State University

**Research/Teaching Specializations:** International affairs

**Overseas Experience:** South Africa, Israel, Peru, Mozambique, Liberia, Malawi, Argentina

**Foreign Language Competence:** Spanish and Portuguese (4), Hebrew (2)

**Number of Area Studies, International Studies, Language Courses Taught:** INTAF 802 Foundations of Diplomacy, INTAF 590 Colloquium on Global Issues, INTAF 816 War and Peace, INTAF 597F Domestic Influences on Foreign Policy, INTAF 812 Role of Intelligence in Foreign Policy

**Number of Recent Publications: Books:** 1; **Book Chapters:** 1; **Articles and Paper:** 9; **Sample Publications:** *American Ambassadors: The Past, Present, and Future of America's Diplomats*, Palgrave Macmillan, Palgrave/Macmillan, December 2014, ISBN 1137395664; "Where Ambassadors Go," *Air and Space Power Journal*, Summer, 2016; "Peru's Shining Path-An Annotated Bibliography," *Oxford University Press*, January 2016;

**Recent Recognitions/Awards/Honors:** The Order of the Sun of Peru, grade of the Grand Cross, presented by President Toledo in November 2001.

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Leverett, Flynt L.: Professor of International Affairs and Asian Studies, Tenured****Education:** Ph. D., M. A. in politics, Princeton University, B. A. in political science**Academic Experience:** 2008-: Professor and founding faculty member, School of International Affairs, Penn State; Affiliate Faculty, Program in Asian Studies and Penn State Law 2015-: Senior Fellow, Chongyang Institute for Financial Studies, Renmin University of China (Beijing)**Research/Teaching Specializations:** Middle East, energy and the economic dimensions of international security, and Chinese foreign policy**Overseas Experience:** China, Iran, Britain, Canada, France, Germany, Japan, the Netherlands, Norway, Saudi Arabia, and the United Arab Emirates**Foreign Language Competence:** Arabic, French, German; read Farsi**Number of Area Studies, International Studies, Language Courses Taught:** US Policy in the Middle East, International Economics: Principles, Policies, and Practices, Energy, International Security, and the Global Economy**Number of Recent Publications: Books:** 1; **Book Chapters:** 3; **Journal Articles:** 2; **Non-refereed Articles:** 9;**Sample Publications:** *Going to Tehran: Why the United States Must Come to Terms With the Islamic Republic of Iran* (New York: Metropolitan, 2013) [with Hillary Mann Leverett]; "China Looks West: What Is at Stake in Beijing's 'New Silk Road' Project," *The World Financial Review*, Jan. /Feb. 2015 [with Hillary Mann Leverett & Wu Bingbing]; "The Rise of the Petrodollar and the Slow Erosion of Dollar Hegemony," *The World Financial Review*, July/Aug. 2014 [with Hillary Mann Leverett]**Recent Recognitions/Awards/Honors:** n/a**Percentage of Time Dedicated to Area/International Studies:** 100**Dissertations/Thesis Committees Past 5 Years:** n/a**Marouan, Maha: Associate Professor of African American Studies and Women's, Gender, and Sexuality Studies, Tenured****Education:** Ph. D., 2006, American Studies, University of Nottingham**Academic Experience:** Associate Professor of African American Studies and Women's, Gender, and Sexuality Studies, Pennsylvania State University, University Park, PA (present), Associate Professor, Department of Gender and Race Studies, University of Alabama**Research/Teaching Specializations:** The intersection of race, gender and religion in the construction of female subjectivities**Overseas Experience:** Morocco, Europe, Africa**Foreign Language Competence:** Arabic, French, Spanish**Number of Area Studies, International Studies, Language Courses Taught:** 6; **Sample Courses:** African Diaspora Religions, Women in the African Diaspora, Gender and Immigration, Women in Islam**Number of Recent Publications: Books:** 1, **Edited Books:** 1; **Sample Publications:** *Witches, Goddesses and Angry Spirits: The Politics of Spiritual Liberation in African Diaspora Women's Fiction*, (Ohio State University Press, 2013), a co-edited volume on *Race and Displacement: Nation, Migration and Identity in the Twenty-First Century* (University of Alabama Press, 2013), and a documentary entitled "Voices of Muslim Women in the US South."**Recent Recognitions/Awards/Honors:** n/a**Percentage of Time Dedicated to Area/International Studies:** 75**Dissertations/Thesis Committees Past 5 Years:** n/a

### **McDonald, Bryan L.: Sherwin Early Career Professor in the Rock Ethics Institute and Associate Professor of History, Tenured**

**Education:** University of California, Irvine, Ph. D. in Social Ecology, 2008 Virginia Tech, M. A. in Political Science, 1999 Virginia Tech, B. A., English, in honors (summa cum laude), 1997

**Academic Experience:** Sherwin Early Career Professor in the Rock Ethics Institute, Pennsylvania State University, 2016-present Associate Professor, Department of History, Pennsylvania State University, 2017- present; Assistant Professor, Department of History, Pennsylvania State University, 2012-2017; Assistant Professor, Science, Technology and Society Program, Pennsylvania State University, 2010-2012; Postdoctoral Scholar, Center for Unconventional Security Affairs, University of California, Irvine, 2008-2010

**Research/Teaching Specializations:** Environmental History, Food History, Recent American History

**Overseas Experience:** Germany

**Foreign Language Competence:** German (4)

**Number of Area Studies, International Studies, Language Courses Taught:** 3; **Sample Courses:** Nature and History; The Politics of the Ecological Crisis

**Number of Recent Publications: Books:** 1; **Book Chapters:** 1; **Journal Articles:** 3 total, 1 forthcoming; **Book Reviews:** 1; **Other Publications:** 2; **Sample Publications:** *Food Power: The Rise and Fall of the Postwar American Food System*. New York: Oxford University Press, 2017, “Food as a Key Resource for Security and Stability: Implications of Changes in the Global Food System 1950-2000.” *Journal of Law and International Affairs* 3, no. 2 (2015): 42-55.

**Recent Recognitions/Awards/Honors:** Faculty Excellence in Sustainability Award, College of the Liberal Arts, The Pennsylvania State University, 2017; Co-Investigator with Lara Fowler (Principal Investigator), Chris Forest, Jonathan Marks, Sarah Clark Miller, Tom Richard, Anna Sewell, Nancy Tuana and Petra Tschakert. “Climate Change and Conflict Management,” Penn State Sustainability Institute, Penn State University. Total awarded: \$50,000. 00. (funded: January 2014- December 2014); Residential Fellowship, Institute for the Arts and Humanities, The Pennsylvania State University, 2013-2014.

**Percentage of Time Dedicated to Area/International Studies:** 50

**Dissertations/Thesis Committees Past 5 Years:** 5

### **Mengisteab, Kidane: Professor of African Studies and Political Science, Tenured**

**Education:** Ph. D. International Studies (International Economics), June 1984, University of Denver; M. A. International Studies (International Relations), 1981, University of Denver; M. A. International Studies (Development), 1979, Carleton University, Ottawa, Canada - an exchange student of the Bologna Center of the Johns Hopkins University (1977-1978); B. A. History, September 1976, Addis Ababa University, Ethiopia

**Academic Experience:** 2015 – Present: Professor of African Studies and Political Science, the Pennsylvania State University.

**Research/Teaching Specializations:** Relevance of “traditional” institutions in Africa’s governance; the socioeconomic implications of the expansion of extractive industries and commercial farming in Africa; and alternative approaches to democratization in the African continent.

**Overseas Experience:** Ethiopia, Tanzania, Kenya, Somaliland, Djibouti, South Africa

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 7; **Sample Courses:** Ethnic Conflicts in Africa; Globalization and African Development

**Number of Recent Publications: Books:** 1; **Edited Books:** 1 **Journal Articles:** 5; **Book Chapters:** 2; **Articles and Reports:** 3; **Sample Publications:** *Institutions to Contemporary Governance of Africa* (co-edited with Gerard Hagg), Routledge, Taylor & Francis **Books:** 2017; *The Horn of Africa: Hot Spots in Global Politics*: London: Polity Press, 2014

**Recent Recognitions/Awards/Honors:** The International Development Research Center Grant (IDRC) Ottawa, Canada, \$450, 000, 2009-2011

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** 3

**Oropesa, R. S.: Professor of Sociology & Demography, Tenured**

**Education:** 1987 Ph. D. University of Washington (Sociology), 1980 M. A. University of Washington, 1978 B. A. The Ohio State University

**Academic Experience:** 2004 – Present Professor of Sociology & Demography The Pennsylvania State University; 1996 – 2004 Associate Professor of Sociology The Pennsylvania State University; 1990 – 1996 Assistant Professor of Sociology The Pennsylvania State University; 1987 – 1990 Strategic Planning and Research Associate/Supervisor DDB Needham Worldwide, Chicago

**Research/Teaching Specializations:** Social Demography and Inequality Immigration, assimilation and health, Ethnic and racial identification, Urban neighborhoods and communities

**Overseas Experience:** Canada, England, Argentina

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 2, Internal and International Migration; Immigration, Assimilation & Inequality

**Number of Recent Publications: Journal Articles:** 13; **Book Reviews:** 1; **Sample Publications:** Oropesa, R. S., Nancy S. Landale, and Marianne M. Hillemeier 2017 “How does legal status matter for oral health care among Mexican-origin children in California? *SSM–Population Health* 3: 730-739. Landale, Nancy S., R. S. Oropesa and Aggie J. Noah 2017 “Experiencing Discrimination in Los Angeles: Latinos at the Intersection of Legal Status and Socioeconomic Status.” *Social Science Research* 67: 34-48.

**Recent Recognitions/Awards/Honors:** X2 Award (2004) Research Seminar in Sociology, Students of The Pennsylvania State University; Faculty Marshal (2003) College of Liberal Arts, The Pennsylvania State University

**Percentage of Time Dedicated to Area/International Studies:** 80

**Dissertations/Thesis Committees Past 5 Years:** 15

**Ortega, Mariana: Associate Professor of Philosophy and Women’s, Gender, and Sexuality Studies, Tenured**

**Education:** University of California, San Diego, San Diego, CA Ph. D. awarded 1996; BA, Philosophy, awarded 1987

**Academic Experience:** Department of Philosophy & Women’s, Gender and Sexualities Studies, The Pennsylvania State University, Associate Professor, 2018 to present; Department of Philosophy, John Carroll University Professor 2007-2018; John Carroll University Associate Professor, 2001-2007, John Carroll University Assistant Professor, 1996-2001, Cleveland Clinic Lerner College of Medicine, Case Western University School of Medicine, Spring 2013

**Research/Training Specialization:** Latina Feminisms, Women of Color Feminisms, Feminist Theory, Philosophy of Race, Existential Phenomenology, Heidegger, 20th Century Continental Philosophy

**Overseas Experience:** Germany, Spain, Puerto Rico

**Foreign Language Competency:** English (5), Spanish (5), German (3)

**Area/International Courses Taught:** Introduction to Philosophy, 19th and 20th Century Continental Philosophy, Philosophy of the Body, Self and Other in Philosophy, and Latin American Literature

**Number of Recent Publications: Books:** 1; **Book Chapters:** 3; **Journal Articles:** 8; **Works in Progress:** 4; **Sample Publications:** *In-Between: Latina Feminist Phenomenology, Multiplicity and the Self*. SUNY Press, 2016 “Decolonial Woes and Practices of Un-knowing.” *Journal of Speculative Philosophy*, Vol. 31. No. 3, 2017. “Sophia is Still White...So Is Knowledge, Reflections on Visuality, Dialogic Possibilities and the Limits of Continental Feminism.” *philoSOPHIA*. Vol. 7, No. 1, Winter 2017.

**Recent Recognitions/Awards/Honors:** 2016 American Society for Aesthetics Curriculum Diversification Grant, Topic: Aesthetic Othering: The Case of Photographic Representation, Summer 2016. 2011 Grauel Fellowship, John Carroll University (Fall 2012); 2009-2012 Shula Chair in Philosophy, John Carroll University, Department of Philosophy; 2005 Winner of the Northeast Ohio Council on Higher Education Teaching Excellence Award

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Palmer, Glenn: Liberal Arts Professor of Political Science and Graduate Director, Tenured**

**Education:** 1985: Ph. D., Department of Political Science, The University of Michigan; 1976: B. A., Cornell University.

**Academic Experience:** 2018-present: Liberal Arts Professor of Political Science, Pennsylvania State University; 2017-present: Director of Graduate Studies, Department of Political Science, Pennsylvania State University.

**Research/Teaching Specializations:** World Politics, International Conflict, Comparative Foreign Policy, American Foreign Policy

**Overseas Experience:** India, Sweden, Taiwan

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught: 3; Sample Courses:** American Foreign Policy, International Relations

**Number of Recent Publications: Journal Articles: 10; Sample Publications:** Jeff Carter, Glenn Palmer; Regime Type and Interstate War Finance, *Foreign Policy Analysis*, Volume 12, Issue 4, 1 October 2016, Pages 695–719, <https://doi.org/10.1093/fpa/orw021>; Aylin Aydın Çakır, Gül Arıkan Akdağ. (2017) An empirical analysis of the change in Turkish foreign policy under the AKP government. *Turkish Studies* 18:2, pages 334–357.

**Recent Recognitions/Awards/Honors:** Updating the Militarized Dispute Data Through Crowdsourcing: MID5, 2011-2017 (with Vito D’Orazio and David Reitter) Grant of \$1,057,785 from the National Science Foundation, September 1, 2015-August 31, 2018

**Percentage of Time Dedicated to Area/International Studies: 100**

**Dissertations/Thesis Committees Past 5 Years: n/a**

**Piazza, James: Liberal Arts Professor of Political Science, Director - Counterterrorism Option, MPS Homeland Security, Tenured**

**Education:** Ph. D. Politics (Comparative Politics and International Relations), New York University, 1999 M. A. Middle East Studies, University of Michigan, 1994 B. A. Political Science, Loyola University Chicago, 1992.

**Academic Experience:** Liberal Arts Professor of Political Science, The Pennsylvania State University January 2017 to present Professor, Department of Political Science, The Pennsylvania State University July 2016 to December 2016.

**Research/Teaching Specializations:** Terrorism, Counterterrorism, Political Violence, Middle East and Islamic World

**Overseas Experience:** Canada, Spain

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught: 5; Sample Courses:** International Relations: Theory and Methods, Root Causes of Terrorism, International Relations of the Middle East.

**Number of Recent Publications: Book Chapters: 1; Journal Articles: 20, 3 forthcoming; Blog Posts: 6; Sample Publications:** James A. Piazza and Seung-Wan Choi. 2018. “International Military Interventions and Transnational Terrorist Backlash.” Accepted and Forthcoming. *International Studies Quarterly*. James A. Piazza. 2018. “Transnational Ethnic Diasporas and the Survival of Terrorist Organizations.” Accepted and Forthcoming. *Security Studies*.

**Recent Recognitions/Awards/Honors:** “Climate Change, Demographic Pressures, and Sociopolitical Conflict.” PI: Brian Thiede. Co-PI: James A. Piazza. Penn State Social Science Research Initiative. December 2017; “Natural Resources and Armed Conflict.” PI: James I. Walsh. Co-PI’s: Victor Asal, Justin Conrad, Michael Findley, James Piazza, Beth Whitaker. U. S. Department of Defense, Minerva Research Initiative. June 2013 – May 2016. Amount: \$825,537; Amount: \$17,666. Harry and Marion Eberly Award. Meredith College. 2000

**Percentage of Time Dedicated to Area/International Studies: 100**

**Dissertations/Thesis Committees Past 5 Years: 4**

**Prins, Esther: Professor of Education, Tenured**

**Education:** Ph. D., Adult Education, Cornell; UC Davis. 1999 M. S., Adult Education, Cornell University; 1994 B. A., Sociology, Wheaton College

**Academic Experience:** 2011 – present Associate Professor – Pennsylvania State University; 2005 – 2011 Assistant Professor – Pennsylvania State University, Adult Education Program; Co-Director, Goodling Institute and the Institute for the Study of Adult Literacy; 2004 – 2005 Assistant Professor – Washington State University, Department of Educational Leadership and Counseling Psychology (with partial Extension appointment); 2002 – 2004 Postdoctoral Researcher – University of California-Davis, Department of Human and Community Development

**Research/Teaching Specializations:** critical and sociocultural perspectives of adult and family literacy; gender; rural adult education; and participatory approaches to education, community development

**Overseas Experience:** El Salvador, Belize, Ireland, Ghana, Tanzania

**Foreign Language Competence:** Spanish (4)

**Number of Area Studies, International Studies, Language Courses Taught:** 4; **Sample Courses:** Language, Literacy, Identity, and Culture in Global Contexts, Politics; Language and Pedagogy: Applying Paulo Freire Today.

**Number of Recent Publications: Articles:** 3 total, 2 in press; **Book Chapters:** 1; **Other Publications:** 1; **Sample Publications:** Prins, E., & \*Mooney, A. (in press). Literacy and health disparities. In J. C. Collins, L. O. Bryant, & T. S. Rocco (Eds.), *Health & Wellness for Racial, Ethnic, & Sexual Minorities. New Directions in Adult and Continuing Education*. Invited manuscript. Tschakert, P., \*Dietrich, K., Tamminga, K., Prins, E., Shaffer, J., Liwenga, E., & Asiedu, A. (in press). Learning and envisioning under climatic uncertainty: An African experience. *Environment and Planning A*.

**Recent Recognitions/Awards/Honors:** 2013 Mildred B. and Charles A. Wedemeyer Award for Outstanding Scholar in Distance Education (with Cathy Kassab, Brendaly Drayton, and Ramazan Gungor) 2011 Outstanding Researcher Award, College of Education, Pennsylvania State University

**Percentage of Time Dedicated to Area/International Studies:** 50

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Restall, Matthew: Edwin Erle Sparks Professor of Colonial Latin American History, Anthropology and Women's Studies, Tenured**

**Education:** Ph. D., University of California, 1992, M. A., University of California, 1989, BA, Oxford University, 1986

**Academic Experience:** Visiting Fellow, Institute for Latin American Studies, University of London, 2017-2018. Kislak Fellow & Capitol Fellow (Fall 2017) Edwin Erle Sparks Professor of History, Pennsylvania State University, since 2007

**Research/Teaching Specializations:** Colonial Latin America

**Overseas Experience:** UK, Austria, Mexico, Poland

**Foreign Language Competence:** Spoken: Spanish, French, Read (varying levels): Yucatec Maya, Nahuatl, Latin, Portuguese

**Number of Area Studies, International Studies, Language Courses Taught:** 4; **Sample Courses:** World History II, Seminar in Latin American History

**Number of Recent Publications: Books:** 1; **Book Chapters:** 4; **Journal Articles:** 7; *When Montezuma Met Cortés: The True Story of the Meeting that Changed History*. New York: Ecco, 2018, *The Conquistadors: A Very Short Introduction* (with Felipe Fernández-Armesto). Oxford: Oxford University Press, 2012, *Latin America in Colonial Times* (with Kris Lane). Cambridge: Cambridge University Press, 2011. *2012 and the End of the World: The Western Roots of the Maya Apocalypse* (with Amara Solari). Lanham, MD: Rowman & Littlefield, 2011, *The Black Middle: Africans, Mayas, and Spaniards in Colonial Yucatan*. Stanford: Stanford University Press, 2009.

**Recent Recognitions/Awards/Honors:** Kislak Fellowship, Kluge Center, Library of Congress (2017); Fellowship, Institute for the Arts and Humanities, Pennsylvania State University (2011), Faculty Scholar Award for Outstanding Achievement, Pennsylvania State University (2007), John Simon Guggenheim Memorial Foundation Fellowship (2003-2004)

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** 5

**Richards, Sam: Teaching Professor of Sociology, Director of Development, World in Conversation Center for Public Diplomacy, Non-Tenured**

**Education:** Ph. D., Rutgers University, Sociology, 1992 M. A. University of Toledo, Sociology, 1985 B. A. University of Toledo, Sociology, 1983

**Academic Experience:** Senior Lecturer, Department of Sociology, The Pennsylvania State University, University Park, Pennsylvania, 1997 – Present Director of Development, World in Conversation Center, The College of the Liberal Arts, The Pennsylvania State University, University Park, PA, 2002 – Present

**Research/Teaching Specializations:** Race and Ethnic Relations Political and Economic Development (Latin America & United States) Globalization Islam and the Middle East Sociology of Culture

**Overseas Experience:** Belgium, Columbia, Ethiopia, Ukraine, Ireland, Poland, Ecuador, Czech Republic, Mexico, Costa Rica, Nicaragua

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught: 1; Sample Courses:** Race and Ethnic Relations

**Number of Recent Publications: Recorded Publications: 2; Sample Publications:** You Can't Say That, documentary pilot, Penn State Public Broadcasting, April 2015, *The Wisdom of Sociology*, TEDxLaçador, Porto Alegre, Brazil.

**Recent Recognitions/Awards/Honors:** Faculty Fellow, 2010/11, Educational Technology Services, Penn State University

**Percentage of Time Dedicated to Area/International Studies:** 90

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Romero, Victor: Maureen B. Cavanaugh Distinguished Faculty Scholar, Associate Dean for Academic Affairs and Professor of Law, Tenured**

**Education:** Juris Doctor, 1992, University of Southern California Law School; B. A., Political Science, 1987, Swarthmore College

**Academic Experience:** Professor of Law July 2000 – Present, Penn State Law; Maureen B. Cavanaugh Research Professor Fall 2005 – Spring 2007 Associate Dean for Academic Affairs (University Park) June 2015-present; July 2006-June 2008

**Research/Teaching Specializations:** Law's impact on marginalized groups

**Overseas Experience:** Canada, Philippines

**Foreign Language Competence:** Tagalog (Pilipino) (4)

**Number of Area Studies, International Studies, Language Courses Taught: 12; Sample Courses:** Criminal Procedure; Equal Rights; Equal Protection & Civil Rights; Immigration Law

**Number of Recent Publications: Book Chapters: 2; Articles and Essays: 5; Sample Publications:** “The Power of Exclusion: Congress, Courts, and the Plenary Power,” in *Compassionate Migration and Regional Policy in the Americas* (Steve Bender, William Arrocha & John Shuford, eds., Palgrave MacMillan, forthcoming). “The Criminalization of Undocumented Migrants,” in *Hidden Lives and Human Rights in the United States: Understanding the Controversies and Tragedies of Undocumented Immigration* (Lois Lorentzen, ed., Praeger Press, 2014).

**Recent Recognitions/Awards/Honors:** 2013 Award for Social Justice and Campus-Wide Impact, Penn State-DSL, Student Bar Association; 2011 Delivered Barbara Jordan Memorial Lecture, Africana Research Center, Penn State. [8-5-2016] Page 6 of 13 2007 Appointed Maureen B. Cavanaugh Distinguished Faculty Scholar. 2006 Elected to membership in the American Law Institute (ALI). 2006 Certificate of Appreciation, Howard Univ. School of Law, Student Bar Association.

**Percentage of Time Dedicated to Area/International Studies:** 75

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Yadav, Vineeta: Associate Professor of Political Science, Tenured**

**Education:** Ph. D., Political Science, Yale University, CT, Dec, 2006; M. A., Applied Economics (Development), University of Wisconsin-Madison 1999; B. S., Economics (Math), University of Wisconsin-Madison, WI, 1995

**Academic Experience:** Associate Professor, Department of Political Science, Penn State University, July, 2015 – Present, Visiting Fellow, Indian School of Business, July – December, 2016

**Research/Teaching Specializations:** Comparative Politics, Political Economy, Political Institutions, Judicial Politics, Development, Survey Methods, Brazil, India and China

**Overseas Experience:** India

**Foreign Language Competence:** Mandarin (3), Urdu, (3), German (2), Bengali (4), Hindi: (5)

**Number of Area Studies, International Studies, Language Courses Taught: 7; Sample Publications:** and Politics of China, Governance and Politics of South Asia,

**Number of Recent Publications: Books:** 2; **Papers:** 7 total, 1 forthcoming, 3 under review; **Working Papers:** 3; **Sample Publications:** 2016; Vineeta Yadav and Bumba Mukherjee. *The Politics of Corruption in Dictatorships*. Cambridge University Press; 2014. Vineeta Yadav and Bumba Mukherjee. *Democracy, Electoral Systems and Judicial Empowerment in Developing Countries*.

**Recent Recognitions/Awards/Honors:** 2013 Leon Epstein Outstanding Book Prize, Political Organizations and Parties Section, APSA

**Percentage of Time Dedicated to Area/International Studies:** 80

**Dissertations/Thesis Committees Past 5 Years:** 3

**Yapa, Lakshman: Professor Emeritus of Geography, Tenured**

**Education:** Ph. D., Syracuse University

**Academic Experience:** Professor of Geography, Penn State

**Research/Teaching Specializations:** Postmodern approaches to the problem of scarcity, economic development.

**Overseas Experience:** Sri Lanka

**Foreign Language Competence:** Sinhala, Tamil (4)

**Number of Area Studies, International Studies, Language Courses Taught:** n/a

**Number of Recent Publications: Books:** 1 in press; **Journal Articles:** 2; "What is Scarcity?" A Dictionary for the Twenty-First Century: *The Ambivalent Future of Knowledge and Culture* edited by A. Nandy and V. Lal

**Recent Recognitions/Awards/Honors:** Leon Epstein Outstanding Book Prize, Political Organizations and Parties Section, APSA 2013

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

## CULTURAL IDENTITY, MASS COMMUNICATION, AND MEDIA

### Core Participating Faculty

#### **Fattal, Alex: Assistant Professor of Communications and Anthropology, Tenure-Track**

**Education:** Ph. D., 2014, Universidad de los Andes, Bogotá, Colombia; M. A., 2006, Harvard University; Graduate level coursework, 2001–2002, Duke University

**Academic Experience:** 2016–present, Assistant Professor, Department of Film-Video and Media Studies, affiliated with the Department of Anthropology, The Pennsylvania State University

**Research/Teaching Specializations:** The shifting strategies, tactics, and practices of warfare in the twenty-first century, the corporatization of propaganda, critical studies of consumer culture and marketing, the politics of social media, and documentary filmmaking (especially in Latin America)

**Overseas Experience:** Colombia

**Foreign Language Competence:** Spanish, Portuguese

**Number of Area Studies, International Studies, Language Courses Taught:** Communications and Anthropology.

**Number of Recent Publications: Articles:** 5; **Films:** 1; **Non-Peer-Reviewed Articles:** 8; **Sample Publications:**

“Uploading the News after Coming Down from the Mountain: The FARC’s Uncanny Experiment with Online Television in Cuba, 2012–2016,” *International Journal of Communication*, 11:3832–3856; *Dreams from the Concrete Mountain*. A 30-minute film in fulfillment of the capstone requirement for the secondary field in Critical Media Practice at Harvard University, May 13

**Recent Recognitions/Awards/Honors:** LASA/Oxfam America Martin Diskin Dissertation Award from the Latin American Studies Association, 2015

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

#### **Jayakar, Krishna: Professor of Telecommunications, Tenured**

**Education:** Ph. D. (1999): Indiana University, Master's (1994): Indiana University, Bachelor's: (1988) Institute of Technology-BHU, India

**Academic Experience:** 2017 Professor (Tenured), Department of Telecommunications Donald P. Bellisario College of Communications, Pennsylvania State University, University Park; 2005-2017 Associate Professor (Tenured), Department of Telecommunications, College of Communications, Pennsylvania State University, University Park; 2013 Co-Director, Institute for Information Policy, Penn State University; 2017 Visiting Professor, School of Political Science and Public Administration, University of Electronic Science and Technology of China, Chengdu, China; 2016 Affiliate Professor, School of International Affairs, Pennsylvania State University, University Park

**Research/Teaching Specializations:** Broadband Internet Access, Telecommunications Policy, Intellectual Property Rights, Media Economics, Broadband And Disabilities

**Overseas Experience:** London, India, South Korea, Czech Republic, Columbia, Greece, Portugal, Germany

**Foreign Language Competence:** Read, write, & talk: Konkani (5), Malayalam (5), Hindi (5), English (5); Talk & basic reading: Tamil (2)

**Number of Area Studies, International Studies, Language Courses Taught:** 5; **Sample Courses:** Cyberwar: National security in the age of global information networks, Introduction to Telecommunications Management

**Number of Recent Publications: Book Chapters:** 1 forthcoming; **Journal Articles:** 14 total, 2 in press; **Non Peer-Reviewed Publications:** 8; **Sample Publications:** Jayakar, K. (forthcoming). Media Policy. In A. B. Albarran, B. Mierzejewska, & J. Jung, (Eds.), *Handbook of Media Management and Economics, 2nd Edition*. New York: Informa UK, Jayakar, K., & Grzeslo, J. (2017). Local economic impacts of investments in community technology centers: An empirical investigation. *Journal of Community Informatics*, 13(1), 137-151

**Recent Recognitions/Awards/Honors:** Winner, Meharoo Jussawala Prize for top research paper, Deans’ Award for Excellence in Integrated Scholarship, College of Communications, Penn State University, 2016

**Percentage of Time Dedicated to Area/International Studies:** 50

**Dissertations/Thesis Committees Past 5 Years:** 15

**Additional Affiliated Faculty****Bedell, Lori: Associate Teaching Professor in Communication Arts & Sciences, Assistant Director of Undergraduate Studies, Honors Advisor, Co-Director of Rhetoric and Civic Life, Non-Tenured**

**Education:** B. A., Ohio University, 1990, M. A., Ohio University, 1995, Ph. D. coursework (ABD), Ohio University, 1995

**Academic Experience:** Senior Lecturer, Assistant Director of Undergraduate Studies, Schreyer Honors Adviser, Co-Director Rhetoric & Civic Life, Department of Communication Arts and Sciences, Penn State University, University Park, PA 2016-2017, Lecturer, Jan 2003-Fall 2006 Penn State University, University Park, PA.

**Research/Teaching Specializations:** n/a

**Overseas Experience:** n/a

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** Rhetoric and Civic Life (CAS 137/138), Introduction to Thesis (CAS 460)

**Number of Recent Publications:** n/a

**Recent Recognitions/Awards/Honors:** 2010 Cynthia Finch Teaching Award for Teaching Excellence 2008 Outstanding Teaching for Non-tenure Line Faculty – College of Liberal Arts, Penn State University.

**Percentage of Time Dedicated to Area/International Studies:** 10

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Braddock, Kurt: Assistant Teaching Professor in Communication Arts and Sciences, Tenure-Track**

**Education:** B. A., The College of New Jersey, 2004, M. A., University of Delaware, 2006, Ph. D., Penn State University, 2012.

**Academic Experience:** Assistant teaching professor in Communication Arts and Sciences, Pennsylvania State University, University Park, PA, (present); Research Consultant, Center for Terrorism and Security Studies, University of Massachusetts, (April 2014 – August 2015); Project Manager and Research Assistant – Competitive Adaptation in Terrorist Networks, International Center for the Study of Terrorism, The Pennsylvania State University, (July 2011 – August 2012)

**Research/Teaching Specializations:** The effects of specific types of communication in the processes surrounding the use of terrorism

**Overseas Experience:** Netherlands, Germany, Puerto Rico, Ireland, Turkey, UK

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 3; **Sample Courses:** Disaster Communication; Violence, Threats, Terror, and Insurgency

**Number of Recent Publications: Journal Articles:** 3; **Book Chapters:** 4 total, 1 in press; **Works in Progress:** 5;

**Sample Publications:** Braddock, K., & Dillard, J. P. (2016). Meta-analytic evidence for the persuasive effects of narratives on beliefs, attitudes, intentions, and behaviors. *Communication Monographs*, 83(4), 446-467. Braddock, K., & Horgan, J. (2016). Towards a guide for constructing and disseminating counternarratives to reduce support for terrorism. *Studies in Conflict and Terrorism*, 39(5), 381-404

**Recent Recognitions/Awards/Honors:** VOX-Pol Network (European Union) of Excellence Research Exchange Award (March 2016) Housed at the Department of Security and Crime Science, University College London.

**Percentage of Time Dedicated to Area/International Studies:** 80

**Dissertations/Thesis Committees Past 5 Years:** 2

### **Brinker Jr., David L.: Post-Doctoral Teaching Fellow in Communication Arts and Sciences, Non-Tenured**

**Education:** B. A., Marquette University, 2009, M. A., Marquette University, 2013, Ph. D., Penn State University, 2017.

**Academic Experience:** Post-Doctoral Fellow Teaching Pennsylvania State University, University Park, PA (present).

**Research/Teaching Specializations:** Democratic deliberation and interpersonal communication.

**Overseas Experience:** UK

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 1; **Sample Courses:** Democratic Deliberation

**Number of Recent Publications: Journal Articles:** 4; **Book Chapters:** 1; **Research Reports:** 3; **Sample Publications:** Guntzviller, Lisa, MacGeorge, Erina L., Brinker, David. (2017). Dyadic Perspectives on Advice between Friends: Relational Influence, Advice Quality, and Conversation Satisfaction. *Communication Monographs*, 84(4), 488-509., Inspiring and Informing Citizens Online: A Media Richness Analysis of Varied Civic Education Modalities. *Journal of Computer Mediated Communication*, 20(5), 504-519.

**Recent Recognitions/Awards/Honors:** Graduate Research Award, Penn State Department of Communication Arts and Sciences (2015); Dean's Graduate Student of the Year Award, Marquette University College of Communication (2012)

**Percentage of Time Dedicated to Area/International Studies:** 50

**Dissertations/Thesis Committees Past 5 Years:** n/a

### **Demo, Anne: Assistant Professor in Communication Arts and Sciences, Tenured**

**Education:** Ph. D., The Pennsylvania State University, 2000, M. A., The Pennsylvania State University, 1995, B. A., George Mason University, 1991

**Academic Experience:** 2015-Present Assistant Professor, Communication Arts and Sciences, Penn State University, 2013 – 2015., Associate Professor, Communication and Rhetorical Studies, Syracuse University; 2007- 2013 Assistant Professor, Communication and Rhetorical Studies, Syracuse University; 1999-2006 Assistant Professor, Communication Studies, and Affiliated Faculty in American Studies & Women's Studies, Vanderbilt University.

**Research/Teaching Specializations:** Photography in early environmentalism, feminist art activism, and currently focuses on digital documentaries and the immigrant rights movement.

**Overseas Experience:** n/a

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 3; **Sample Courses:** Rhetoric of Documentary, Gender Roles in Communication

**Number of Recent Publications: Books:** 2; **Book Chapters:** 2; **Works in Progress:** 3; *The Motherhood Business: Consumption, Communication, and Privilege* eds. Anne T. Demo, Jennifer L. Borda, and Charlotte H. Kroløkke. (University of Alabama Press, 2015), *Rhetorical Inquiry Across Borders* (Parlor Press), 2015.

**Recent Recognitions/Awards/Honors:** External Funding Incentive Grant, College of Visual and Performing Arts, Syracuse University, 2012. \$2,000; Syracuse University Teaching Recognition Award, 2010. \$3,000; Outstanding Faculty Award, College of Visual and Performing Arts, Syracuse University, 2009. \$3,000; National Communication Association Golden Anniversary Monograph Award, 2008. \$200; Interdisciplinary Research Grant, College of Visual and Performing Arts, Syracuse University, 2007-2008. \$17,600 (with Anne Beffel and Sarah McCoubrey).

**Percentage of Time Dedicated to Area/International Studies:** 50

**Dissertations/Thesis Committees Past 5 Years:** 3

**Dumas, Jo: Associate Teaching Professor of Media Studies, Non-Tenured**

**Education:** Ph. D., Penn State University; M. A., Penn State University; BSEE, Rensselaer Polytechnic Institute; ASES, Dutchess County Community College

**Academic Experience:** Senior Lecturer: Penn State University, University Park, PA, USA, 2003-present; Consultant, Communications and Outreach, WSIS Gender Caucus, 2003; Project Associate: bridges. org, Cape Town, South Africa, 2003; Guest Lecturer: University of Stellenbosch, South Africa, 2002- 2003; Associate and Graduate Fellow: Institute for Information Policy, PSU 1998-present; Instructor: Pennsylvania State University, College of Communications, 1998-2002

**Research/Teaching Specializations:** Information and Communication Technology Policy.

**Overseas Experience:** South Africa

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 4; **Sample Courses:** International Cinema; Women, Minorities, and Media

**Number of Recent Publications:** n/a

**Recent Recognitions/Awards/Honors:** Dean's Excellence Award for Graduate Student Teaching, Penn State University, 2001. Schreyer Institute for Teaching Excellence, InSPIRE Academy Grant, 2005- 2007

**Percentage of Time Dedicated to Area/International Studies:** 75

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Eberly, Rosa À.: Associate Professor of Communication Arts and Sciences and English, Tenured**

**Education:** B. A., The Pennsylvania State University, 1984, M. A., The University of Chicago, 1987, Ph. D., The Pennsylvania State University, 1994

**Academic Experience:** Director, Intercollege Minor in Civic and Community Engagement, August 2016- Associate Professor, Communication Arts and Sciences, Penn State University, August 2002-present Associate Professor, English, Penn State University, August 2002-present; Director, Center for Public Speaking and Civic Engagement, Penn State, August 2002-May 2003 Director, Undergraduate Writing Center, The University of Texas at Austin, May 2000-July 2002 Associate Professor, Division of Rhetoric and Composition, The University of Texas at Austin, 2000-2002 Associate Professor, Department of English, The University of Texas at Austin, 2000-2002

**Research/Teaching Specializations:** Histories and theories of rhetoric, public theory, public memory, and deliberation in higher education contexts and beyond

**Overseas Experience:** Sweden, Denmark

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** Contemporary American Political Rhetoric (CAS 478: Rhetorics and/of Violence), Rhetorical Theory (CAS 201), and Issues in Rhetoric and Composition: Literary Public Spheres (ENGL 474)

**Number of Recent Publications: Book Chapters:** 2 total, 1 forthcoming; **Journal Articles:** 4; **Encyclopedia Articles:** 1, forthcoming; **Reviews:** 1; **Sample Publications:** "Isocratean Tropes and Mediated Multiplicity," with Jeremy David Johnson, book chapter in *Ancient Rhetorics + Digital Networks*, eds. Michele Kennerly and Damien Pfister, forthcoming, University of Alabama Press. "After The Liberal Autonomous Subject: A Lament." *Argumentation and Advocacy*, 50 (4) 2014: 285-289.

**Recent Recognitions/Awards/Honors:** Penn's Woods Fellow, Penn State Institute for Sustainability, 2014-2016; Kurt Ritter Lecture, Texas A&M University, April 2013; "Best Professors at Penn State," Onward State, May 2013; Fellow, Laboratory for Public Scholarship and Democracy, Office of Undergraduate Education, Penn State University, June 2005-Jan, 2013; Faculty Fellow, Aspen Institute Wye Faculty Seminar, Summer 2008

**Percentage of Time Dedicated to Area/International Studies:** 50

**Dissertations/Thesis Committees Past 5 Years:** 15

**Elavsky, Charles Michael: Assistant Professor of Communications, Tenure-Track**

**Education:** 2005 Ph. D. University of Illinois at Urbana-Champaign, 1995 M. A. State University of New York at Binghamton, 1990 B. A. State University of New York at Binghamton, 1989 AA Broome Community College, Binghamton, NY

**Academic Experience:** Assistant professor of communications, Pennsylvania State University, University Park, PA (present)

**Research/Teaching Specializations:** Social Media and Pedagogy, International Communication, Media Studies, Cultural Industries, Music as Political and Cultural Communication, Post-communist Cultural Studies, Ethnomusicology, Popular Culture

**Overseas Experience:** Czech Republic, England, Canada, Slovakia,

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** Media and Democracy, Popular Music as Communication, World Media Systems, International Mass Communications, The Political Economy of Communication

**Number of Recent Publications: Journal Articles:** 2 total, 1 forthcoming, 1 under review; **Books:** 1 under review;

**Book Chapters:** 1; **Book Reviews:** 1; **Sample Publications:** Kumanyika, C, Elavsky, C M. 'Microphone Czech, Keepin' It Real: Negotiating Authenticity, "Good Problems", and the Individualized Politics of Cross-Cultural Production for the Global Music Industry' *Popular Communication*, TBD.

**Recent Recognitions/Awards/Honors:** George W. Atherton Award for Excellence in Teaching, The Pennsylvania State University, 2013; Teaching and Learning with Technology Fellowship, The Pennsylvania State University Department of Education Technology Services, 2011-2012; Global Studies Global Classroom Award, Center for Global Studies, The Pennsylvania State University, 2011

**Percentage of Time Dedicated to Area/International Studies:** 75

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Engels, Jeremy David: Associate Professor Communication Arts and Sciences and Director of Graduate Studies, Tenured**

**Education:** B. A., University of Kansas, 2002, M. A., University of Illinois, 2003, Ph. D., University of Illinois, 2006

**Academic Experience:** Sherwin Early Career Professor in the Rock Ethics Institute, Penn State University (May 2016- present); Director of Graduate Studies, Department of Communication Arts and Sciences, Penn State University (July 2014-June 2017); Resident Scholar, Institute for the Arts & Humanities, Penn State University (2013-2014); Associate Professor, Department of Communication Arts and Sciences, Penn State University (July 2012-present); Interim Co-Director, Center for Democratic Deliberation, Penn State University (Spring 2012); Assistant Director, Center for Democratic Deliberation, Penn State University (2011-2012); Assistant Director, Rock Ethics Institute, Penn State University (2009-2010); Assistant Professor, Department of Communication Arts and Sciences, Penn State University (August 2006-July 2012)

**Research/Teaching Specializations:** Rhetorical foundations of democratic culture

**Overseas Experience:** n/a

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 4; **Sample Courses:** The Rhetoric and Ethics of the Common Good, Contemporary Democratic Theory

**Number of Recent Publications: Books:** 2; **Textbooks:** 1 forthcoming; **Book Chapters:** 1; **Journal Articles:** 6 total, 2 under review; **Edited Journals:** 1; **Short Pieces:** 4 total, 2 forthcoming; **Sample Publications:** Jeremy Engels, *The Art of Gratitude*, forthcoming in February 2018 from SUNY Press., Jeremy Engels, *The Politics of Resentment: A Genealogy* (University Park: The Pennsylvania State University Press, 2015).

**Recent Recognitions/Awards/Honors:** College of the Liberal Arts Outstanding Teaching Award, Spring 2017; The Karl R. Wallace Memorial Award, given by the National Communication Association to recognize early career achievement and provide support for a young scholar of "exceptional promise" in the study of rhetoric and public discourse, 2011; New Investigator Award, given by the Rhetoric and Communication Theory Division of the National Communication Association, 2011.

**Percentage of Time Dedicated to Area/International Studies:** 75

**Dissertations/Thesis Committees Past 5 Years:** 4

**Gastil, John: Professor, Communication Arts & Sciences and Political Science  
Senior Scholar, the McCourtney Institute for Democracy, Tenured**

**Education:** B. A., Swarthmore College, 1989, M. A., University of Wisconsin-Madison, 1991, Ph. D., University of Wisconsin-Madison, 1994

**Academic Experience:** Professor, Department of Communication Arts and Sciences, 2011-present. Head, Department of Communication Arts and Sciences, 2011-2016; Director, McCourtney Institute for Democracy, 2012-2016; Senior Scholar, McCourtney Institute for Democracy, 2016-

**Research/Teaching Specializations:** Political deliberation and group decision making across a range of contexts.

**Overseas Experience:** UK, Slovenia, Canada, Germany, Argentina, Japan, Poland, India, Taiwan, Italy.

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 3; **Sample Courses:** Democratic Leadership, Political Deliberation, Intercultural Communication

**Number of Recent Publications: Books:** 4; **Invited Journal Articles/Essays:** 1; **Journal Articles:** 24 total, 1 in press; **Book Chapters:** 21 total, 3 in press; **Short Essays:** 2 total, 1 in press; **Non-Refereed Publications:** 6; **Sample Publications:** Gastil, J., Deess, E. P., Weiser, P., & Simmons, C. (2016). *Shimin no shihosanka to minshushugi: Amerika baishinsei no jishshokenkyu*. (Trans. D. H. Foote, D. Mori, M. Saeki, and K. Sasakura.) Tokyo, Japan: Nippon Hyoron Sha. Includes a new preface by E. P. Deess and J. Gastil.

**Recent Recognitions/Awards/Honors:** 2017 Welch Alumni Relations Award, given by the Penn State Liberal Arts Alumni Society Board of Directors for enhancing connections between the College and the alumni (received for development leadership at the McCourtney Institute for Democracy)

**Percentage of Time Dedicated to Area/International Studies:** 50

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Hagopian, Kevin: Associate Teaching Professor of Media Studies, Non-Tenured**

**Education:** Ph. D; University of Wisconsin, Master's: University of Wisconsin, Bachelor's: Illinois State University.

**Academic Experience:** Associate teaching professor of media studies, Pennsylvania State University, University Park, PA (present)

**Research/Teaching Specializations:** Cultural history in/of the cinema, the historiography of the media, and communications and visual arts pedagogies

**Overseas Experience:** n/a

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 6; **Sample Courses:** Cultural Aspects of Mass Media; Cinema Art

**Number of Recent Publications: Edited Books:** 1; **Books:** 1 in progress; **Sample Publications:** "From Entitlement to Engagement: Affirming Millennial Students' Egos in the Higher Education Classroom" (2013)

**Recent Recognitions/Awards/Honors:** 2016 College of Communications Alumni Society Excellence in Teaching Award

**Percentage of Time Dedicated to Area/International Studies:** 25

**Dissertations/Thesis Committees Past 5 Years:** 1

**Jordan, Matthew: Associate Professor of Communications, Tenured**

**Education:** The Claremont Graduate University, European Studies, Ph. D., 1998; Drew University, Modern European Intellectual History, M. A., 1991; Allegheny College, Double Major: History and English, B. A., 1990.

**Academic Experience:** Associate Professor, Penn State University, Department of Film/Video & Media Studies, 2012 – Assistant Professor, Penn State University, Department of Film/Video & Media Studies, 2006 – 2012; Lecturer, Penn State University, Media Studies and Philosophy, 2002– 2006, Commonwealth Postdoctoral Teaching Scholar in the Humanities, University of Louisville, 1998– 2001

**Research/Teaching Specializations:** Film Studies, Media Studies, Sound Culture (Noise-White Noise-Quiet)

**Overseas Experience:** n/a

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 10; **Sample Courses:** Media and Culture, Cultural Foundations of Communications

**Number of Recent Publications: Journal Articles:** 2; **Book Chapters:** 1; **Book Reviews:** 2; **Essays:** 11; **Sample Publications:** Jordan, M. (2014). “Canned Music and Captive Audiences: The Battle Over Public Soundspace at Grand Central Terminal and the Emergence of the New Sound.” *The Communication Review*, 17: 286-310. Jordan, M. (2013).

**Recent Recognitions/Awards/Honors:** n/a

**Percentage of Time Dedicated to Area/International Studies:** 25

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Khan, Abraham: Assistant Professor of African American Studies and Communication Arts & Sciences, Tenure-Track**

**Education:** B. A., Florida State University, 2000, M. A., Florida State University, 2002, Ph. D., University of Minnesota, 2010

**Academic Experience:** Assistant Professor, Pennsylvania State University, Fall 2016-present; Assistant Professor, University of South Florida, 2010-2016; Visiting Assistant Professor, Villanova University, 2008-2010  
Visiting Instructor, Georgia State University, 2005-2008

**Research/Teaching Specializations:** Civic engagement and African American politics and social life, with a particular emphasis on black athletes and the history of sports in the United States.

**Overseas Experience:** n/a

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** African American studies, CAS.

**Number of Recent Publications: Essays:** 6 total, 2 in progress; **Sample Publications:** “Race and Sport: A Disciplinary History and Exhortation,” essay project for *Defining Sport Communication* (2016), edited by Andrew Billings (in press) “Michael Sam, Jackie Robinson, and the Politics of Respectability,” in *Communication & Sport* (2015), published OnLineFirst, November 1, 2015, doi:10.1177/2167479515616407

**Recent Recognitions/Awards/Honors:** Faculty Mentor of the Year, University of South Florida Graduate Communication Association, 2016

**Percentage of Time Dedicated to Area/International Studies:** 75

**Dissertations/Thesis Committees Past 5 Years:** 7

**McAllister, Matthew: Professor of Media Studies, Penn State University, Tenured**

**Education:** Ph. D, 1990, Institute of Communications Research, University of Illinois at Urbana Champaign; M. A., 1986, Department of Communication, Purdue University; B. A., 1983, Department of Communication, Purdue University

**Academic Experience:** 2009-present, Professor of Film/Video and Media Studies, the Pennsylvania State University; 2004-2009, Associate Professor of Film/Video and Media Studies, the Pennsylvania State University; 1997-2004, Associate Professor of Communication, Virginia Tech; 1990-1991, Visiting Assistant Professor of Communication, Denison University; 1989-1990, Adjunct Faculty, Danville Area Community College

**Research/Teaching Specializations:** Advertising Criticism, Popular Culture, Political Economy of the Mass Media, Superheroes on Film

**Overseas Experience:** Japan, Puerto Rico, United Kingdom, Canada, Ireland, Mexico, Israel, Greece, New Zealand

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 2; **Sample Courses:** The Mass Media and Society, Proseminar in Mass Communications

**Number of Recent Publications:** **Edited Books:** 1; **Journal Articles:** 1, forthcoming; **Book Chapters:** 5 total, 2 forthcoming; **Encyclopedia Entries:** 2 forthcoming; **Sample Publications:** McAllister, M. P., & West, E. (Eds.). (2013). *The Routledge companion to advertising and promotional culture*. New York: Routledge. McAllister, M. P., & Aupperle, A. (2017). Class and advertising. In J. F. Hamilton, R. Bodle, & E. Korin (Eds.), *Explorations in critical studies of advertising* (pp. 208-220). New York: Routledge; McAllister, M. P., & Orme, S. (2017). The impact of digital media on advertising: Five cultural dilemmas. In P. Messaris & L. Humphreys (Eds.), *Digital media: Transformations in human communication* (2nd ed.) (pp. 71-78). New York: Peter Lang.

**Recent Recognitions/Awards/Honors:** 2014, Graduate Faculty Teaching Award; 2012, GSIC and CGF Student Appreciation Award

**Percentage of Time Dedicated to Area/International Studies:** 25

**Dissertations/Thesis Committees Past 5 Years:** 14

**Mulvey, Laurie L.: Executive Director, World in Conversation, Center for Public Diplomacy, and Associate Professor of Sociology, Tenured**

**Education:** Ph. D., 1994, Human Development and Family Studies, the Pennsylvania State University; M. S. W., 1989, Rutgers School of Social Work; B. A., 1987, English, Rutgers College

**Academic Experience:** Executive Director, World in Conversation, Center for Public Diplomacy, Penn State University, University Park, PA, August 2010 – Present; Assistant Teaching Professor, Department of Sociology, Penn State University, University Park, PA, August 1992 – Present

**Research/Teaching Specializations:** Post-conflict transformation through peer-facilitated dialogue

**Overseas Experience:** Russia, Columbia, Haiti, Belgium, Qatar

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** n/a

**Number of Recent Publications:** **Books:** 1 in progress, **Sample Publications:** *The Scar Behind Me*, manuscript in progress

**Recent Recognitions/Awards/Honors:** Mid-Atlantic Emmy for Excellence in a Program Special on Schools, Teaching or Education

**Percentage of Time Dedicated to Area/International Studies:** 80

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Oliver, Mary Beth: Distinguished Professor of Media Studies, Co-Director of Media Effects Research Laboratory, Tenured**

**Education:** Ph. D. in Communication Arts, University of Wisconsin-Madison, August 1991., M. A. in Communication Arts, University of Wisconsin-Madison, December 1988., B. A. in Communication Studies, Virginia Tech, June 1986

**Academic Experience:** Distinguished Professor, College of Communications, Penn State University, 2010 – present., Affiliate Faculty Member, Communication Arts and Sciences Department, Penn State University, 2002 – present., Co-Director, Media Effects Research Laboratory, College of Communications, Penn State, 2002 – present; Research Fellow, International Communication Association, May 2014 – present; Visiting Professor, Department of Media and Communication Studies, University of Mannheim, Germany, Spring 2013; Roy H. Park Distinguished Visiting Professor, School of Journalism and Mass Communication, University of North Carolina, Chapel Hill, 2012; Professor, College of Communications, Penn State University, 2004 – present; Affiliate Faculty Member, Communication Arts and Sciences Department, Penn State University; Associate Professor, College of Communications, Penn State University, 1998 – 2004

**Research/Teaching Specializations:** Media Effects/Media Psychology, Entertainment Psychology, Media and Emotion, Media and Race and Gender

**Overseas Experience:** Canada

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 4; **Sample Courses:** Media Effects, Introduction to Mass Communication Research, Media Violence

**Number of Recent Publications: Edited Books:** 2 total, 1 forthcoming; **Edited Special Issues of Journals:** 2;

**Journal Articles:** 16 total, 3 in press; **Sample Publications:** Reinecke, L., & Oliver, M. B. (under contract). *Handbook of media use and well-being: International perspectives on theory and research on positive media effects*. New York: Routledge., Oliver, M. B., & Raney, A. (Eds.) (2014). *Media and social life*. New York: Routledge. Oliver, M. B., Ash, E., Kim, K., Woolley, J. K., Hoewe, J., Shade, D. D., & Chung, M. Y. (2015). Media-induced elevation as a means of enhancing feelings of intergroup connectedness. *Journal of Social Issues*, 71, 106-122.

**Recent Recognitions/Awards/Honors:** (2015, May): Deans' Award for Excellence in Research, College of Communications, Penn State., (2014, May): Elected as a Research Fellow, International Communication Association.

**Percentage of Time Dedicated to Area/International Studies:** 25

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Olorunnisola, Anthony: Head of Department of Film-Video and Media Studies, Professor of Media Studies, Tenured**

**Education:** Ph. D. ; Howard University, Master's: University of Ibadan, Nigeria, Bachelor's (with honors): University of Ibadan, Nigeria

**Academic Experience:** Tenured professor and head of the Department of Film-Video and Media Studies (July 2006-present)

**Research/Teaching Specializations:** International Communications, Political and Cross-Cultural Communications, Media Transformations, post-democratic status of broadcast media policies across Africa.

**Overseas Experience:** Nigeria

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 6; **Sample Courses:** World Media Systems, International Communication Problems

**Number of Recent Publications: Articles:** 5; **Books:** 1; **Book Chapters:** 1; **Sample Publications:** Egbunike and A. A. Olorunnisola (2015). Social media and the #Occupy Nigeria Protests: Igniting or damping a Harmattan storm? *Journal of African Media Studies*, 7, 2: 141-164., A. A. Olorunnisola (2014); Olorunnisola, A. A. & Douai, A. (Eds) (2013) *New Media Influence on Social and Political Change in Africa*. Hershey, PA: IGI-Global. [518 pages]

**Recent Recognitions/Awards/Honors:** n/a

**Percentage of Time Dedicated to Area/International Studies:** 75

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Shen, Lijiang (L. J.): Associate Professor of Communication Arts and Sciences, Tenured**

**Education:** B. A., Peking University, China, 1996, M. A., Peking University, China, 1999, Ph. D., University of Wisconsin-Madison, 2005

**Academic Experience:** The Pennsylvania State University: Associate Professor, Department of Communication Arts & Sciences: 2015-present; The University of Georgia, Associate Professor, Department of Communication Studies: 2011-2015; The University of Georgia, Assistant Professor, Department of Speech Communication: 2005 – 2011

**Research/Teaching Specializations:** Persuasion, social influence, health communication, message processing and message effects, quantitative research methods

**Overseas Experience:** China, Japan, Puerto Rico, UK, Singapore, Canada, Germany.

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 2; **Sample Courses:** Health Communication Theory and Research, Persuasion

**Number of Recent Publications: Edited Books:** 1; **Books Chapters:** 3; **Encyclopedia Entries:** 4 total, 1 in press;

**Journal Articles:** 17 total, 3 in press; **Sample Publications:** Meczowski, E., Dillard, J. P., & Shen, L. (2016). Threat appeals and persuasion: Testing for Within-persons effects. *Communication Monographs*, 83, 373-395., So, J., & Shen, L. (2016). Personalization of risk through convergence of self- and character-risk: Narrative effects on social distance and self-character risk perception gap. *Communication Research*, 43, 1094-1115.

**Recent Recognitions/Awards/Honors:** 2015 Distinguished Article Award, NCA Communication and Social Cognition Division (Shen & Dillard, 2014)

**Percentage of Time Dedicated to Area/International Studies:** 50

**Dissertations/Thesis Committees Past 5 Years:** 3

**Solomon, Denise Haunani: Head and Liberal Arts Professor of Communication Arts and Sciences, Advisor for the Dispute Management and Resolution Minor, Tenured**

**Education:** B. A., 1987, Lewis & Clark College, 1987, M. A., 1990; Ph. D., 1992 Northwestern University

**Academic Experience:** 2013-present Liberal Arts Professor, Penn State University, 2004-2013 Professor, Penn State University; 2003-2004 Professor, University of Wisconsin-Madison; 1998-2003 Associate Professor, University of Wisconsin-Madison; 1992-1998 Assistant Professor, University of Wisconsin-Madison

**Research/Teaching Specializations:** Communication experiences in personal relationships, such as support and conflict, that enhance or erode well-being

**Overseas Experience:** Czech Republic

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 2; **Sample Courses:** Communication and Social Conflict

**Number of Recent Publications: Books:** 2; **Book Chapters:** 10 total, 2 under contract, 3 in press; **Encyclopedia Entries:** 3; **Journal Articles:** 20 total, 3 in press; **Sample Publications:** Berger, C. R., & Roloff, M. E., (Eds.) and Wilson, S. R., Dillard, J. P., Caughlin, J., & Solomon, D. H. (Associate Eds.). (2016). *International encyclopedia of interpersonal communication*. Hoboken, NJ: Wiley-Blackwell. High, A. C., & Solomon, D. H. (2016). Explaining the durable effects of verbal person-centered supportive communication: Indirect effects or invisible support? *Human Communication Research*, 42, 200-220.

**Recent Recognitions/Awards/Honors:** National Communication Association, selected recipient of the Mark L. Knapp Award in Interpersonal Communication (to be conferred in 2018); This award honors career contributions to the study of interpersonal communication., International Communication Association Fellow, as of May 2017

**Percentage of Time Dedicated to Area/International Studies:** 25

**Dissertations/Thesis Committees Past 5 Years:** 4

**Stuckey, Mary E.: Professor, Communication Arts and Sciences, Tenured**

**Education:** M. A., Ph. D. Department of Government and International Relations, University of Notre Dame, 1984, 1987., B. A. Department of Political Science, University of California-Davis, Honors, 1981.

**Academic Experience:** The Pennsylvania State University: Professor, Communication Arts and Sciences, 2017-present; Georgia State University: Professor, Communication and Political Science, 2003-2017. Associate Professor, Communication and Political Science, 2000- 2003; University of Mississippi: Professor, Political Science, 2000; Associate Professor, Political Science, 1993-2000; Assistant Professor, Political Science, 1987-1993; University of Iowa: Visiting Associate Professor, Communication, Summer 1996

**Research/Teaching Specializations:** Political and presidential rhetoric, political communication, and American Indian politics

**Overseas Experience:** England

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** Media and Political Communication (CAS 530), Persuasion and Propaganda, and American Public Address

**Number of Recent Publications: Books:** 4; **Edited Books:** 1, under contract; **Journal Articles:** 3; **Book Chapters:** 3 total, 2 forthcoming; **Invited Publications:** 8 total, 2 forthcoming; **Sample Publications:** Stuckey, M. 2015. *Rhetoric: A Presidential Briefing Book*. Piscataway NJ: Transaction., The “Great Debate”: The Battle over American Neutrality, 1936-1941, ed. Martin J. Medhurst, *A Rhetorical History of the United States, Volume 8: World War II and the Cold War* (East Lansing, Michigan State University Press, forthcoming).

**Awards/Distinctions** Rose B. Johnson Award (with Zoe Hess Carney) Southern States Communication Association, 2016. Michael M. Osborn Teacher-Scholar Award, Southern States Communication Association, 2016; Roderick P. Hart Outstanding Book Award, Political Communication Division, NCA, 2014. Outstanding Senior Faculty Award, College of Arts and Sciences, GSU, 2012. Marie Hochmuth Nichols Award, Public Address Division, NCA, 2009. Faculty Participant, Doctoral Honors Conference, 2008. Carl Couch Center, Bruce E. Gronbeck Political Communication Award, 2006.

**Percentage of Time Dedicated to Area/International Studies:** 50

**Dissertations/Thesis Committees Past 5 Years:** 6

**Sundar, S. Shyam: Distinguished Professor of Advertising, Public Relations and Media Studies, Co-Director of the Media Effects Research Laboratory, Tenured**

**Education:** Ph. D; Stanford University, Master's: University of Alabama, Bachelor's: Bangalore University

**Academic Experience:** 7/2009—present: Distinguished Professor & Co-Director, Media Effects Research Laboratory, Film/Video & Media Studies Department, College of Communications, Penn State University; 9/2013—8/2015: Visiting Professor, Department of Interaction Science, Sungkyunkwan University, Seoul, South Korea. Sundar— 2 of 71 5/2009—8/2013: World Class University (WCU) Professor (visiting appointment), Department of Interaction Science, Sungkyunkwan University, Seoul, South Korea.

**Research/Teaching Specializations:** Internet Uses & Effects, Social Media Trends, Web Interfaces, Mobile Media, Psychology of Human-Computer/Human-Robot Interaction

**Overseas Experience:** South Korea, Czech Republic, Japan, Puerto Rico, Canada, UK, Portugal, Singapore, Greece, Germany, Mexico, China

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** Communication Theory Communication Research Methods Communication Technologies Media Effects Media Skills.

**Number of Recent Publications: Book Chapters:** 6; **Journal Articles:** 38 total, 2 in press; **Encyclopedia Articles:** 1; **Sample Publications:** Sundar, S. S., Cho, E., & Wang, J. (2018). Interacting with mobile media. In K. Norman & J. Kirakowski (Eds.), *Handbook of human-computer interaction* (pp. 615-639). Malden, M. A.: Wiley-Blackwell. Sundar, S. S., Kang, J., & Oprean, D. (2017). Sundar, S. S., Kang, J., & Oprean, D. (2017). Being there in the midst of the story: How immersive journalism affects our perceptions and cognitions. *Cyberpsychology, Behavior, and Social Networking*, 20 (11), 672-682.

**Recent Recognitions/Awards/Honors:** Top 3 Faculty Paper Award, Communication Technology Division, Association for Education in Journalism & Mass Communication, Minneapolis, MN, August 2016

**Percentage of Time Dedicated to Area/International Studies:** 75

**Dissertations/Thesis Committees Past 5 Years:** 2

**Warshel, Yael: Assistant Professor of Telecommunications, Tenure-track**

**Education:** Ph. D., University of California-San Diego, Master's: University of Pennsylvania Annenberg School for Communication, BA study: University of Southern California School of Cinema-Television (on-leave from UC Berkeley), Bachelor's: University of California-Berkeley

**Academic Experience:** Assistant Professor of Telecommunications, Pennsylvania State University, University Park, PA (present); Previous Positions: Visiting Scholar and Faculty, International Institute (including African Studies, Israel Studies and Middle East Development Centers), UCLA; Research Fellow, Center for Middle East Development, UCLA; Assistant Professor of International Communication and Associate Faculty of International Peace and Conflict Resolution, School of International Service, American University; Lecturer, Department of Communication, UCSD; Visiting Fellow, Center for Research on Peace Education, University of Haifa

**Research/Teaching Specializations:** Peace Communication and Social Change, Comparative and Global African / Middle Eastern and Saharan Media (including Systems / Ethics / Practices / Uses / Reception / Effects and Contexts), Children and Ethnopolitical Conflict, Ethnography of Violence, Public Opinion, Citizenship/Human Rights, Borderlands and (Forced-) Migration, Social-Psychology, Assessment and Evaluation

**Overseas Experience:** Middle East, North and Sub-Saharan Africa, the Balkans and Latin America

**Foreign Language Competence:** Fluent in 5

**Number of Area Studies, International Studies, Language Courses Taught:** 5; **Sample Courses:** Peace Communication; Cross-cultural Communication; Children, Media, and Conflict

**Number of Recent Publications: Books:** 1 in progress; **Journal Articles:** 2, **Photographs:** 1; **Sample Publications:** Social Media and Middle Eastern Politics. In Harvey, K. (Ed.). *Encyclopedia of Social Media and Politics*. Thousand Oaks, CA: Sage, 2014, Mamafakinch: Moroccan citizen journalism collective. In Harvey, K. and J. G. Golson (Eds). *Encyclopedia of Social Media and Politics*. Sage, 2014, Anthropology of Children and Youth Interest Group Newsletter, October 2013. Photos from the Field (Syrian Alawi Family Leisure Practices).

**Recent Recognitions/Awards/Honors:** n/a

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Wilson, Kirt H.: Director of Graduate Studies, Associate Professor of Communication Arts and Sciences and African American Studies, Tenured**

**Education:** B. A., Cedarville University, 1989, M. A., Purdue University, 1991, Ph. D., Northwestern University, 1995

**Academic Experience:** Associate Professor: The Pennsylvania State University—University Park (2010-Present) Graduate Program Director and Officer, Communication Arts and Sciences (2011-2014) Graduate Faculty, Communication Arts and Sciences (2010-Present); Associate Professor: University of Minnesota—Minneapolis Campus (2003-2010); Assistant Professor: University of Minnesota—Minneapolis Campus (1996-2003) Instructor, Teaching Assistant, Research Assistant: Northwestern University, Evanston, IL (1991-1995) Instructor, Purdue University, West Lafayette, IN (1989-1991)

**Research/Teaching Specializations:** African American public discourse, presidential rhetoric, the political history of the Civil War era, the symbolic construction of memory in the late twentieth-century

**Overseas Experience:** n/a

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 6; **Sample Courses:** Rhetoric, Race, and Identity; Social Movements and Political Contention

**Number of Recent Publications: Book Chapters:** 1, forthcoming; **Journal Articles:** 2; **Media Presentations:** 2; **Works in Progress:** 2; **Sample Publications:** The Intimate and Ugly Politics of Emancipation. *Rhetoric & Public Affairs* 18 (2015): 121-127. The National and Cosmopolitan Dimensions of Disciplinarity: Reconsidering the Origins of Communication Studies. *Quarterly Journal of Speech*. 101 (2015): 244-257.

**Recent Recognitions/Awards/Honors:** Martin Luther King, Jr. Day Celebration Keynote Speaker, Syracuse University, 2011; CIC Academic Leadership Program Fellow, a fellowship that prepares faculty of Big Ten institutions for administrative positions in the academy, 2008-2009. Libra Diversity Fellow, a University of Maine fellowship that brings professors to campus for public presentations and class lectures

**Percentage of Time Dedicated to Area/International Studies:** 100

Dissertations/Thesis Committees Past 5 Years: n/a

## **HEALTH, WELL-BEING, AND DEVELOPMENT**

### **Lead Faculty**

**Hollenbeak, Christopher: Department Head, Department of Health Policy and Administration; Professor of Surgery and Public Health Sciences, Tenured**

**Education:** Ph. D., Economics, 2000, Washington University in St. Louis; M. A., Economics, 1995, Washington University in St. Louis; B. A., Economics, 1994, Brigham Young University

**Academic Experience:** 2012–17 Professor of Surgery and Public Health Sciences, Penn State College of Medicine, Hershey, PA; 2017 –; Professor of Health Policy and Administration, The Penn State University; 2017 –; Department Head, Health Policy and Administration, The Penn State University; 2012–17 Professor of Surgery and Public Health Sciences, Penn State College of Medicine, Hershey, PA

**Research/Teaching Specializations:** Health economics and outcomes research (HEOR), cost-effectiveness and decision modeling, Bayesian inference

**Overseas Experience:** Czech Republic, Germany, Ireland, Netherlands, Italy, Austria

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 2; **Sample Courses:** Decision Analysis I; Independent Study, Outcomes Research Methods

**Number of Recent Publications: Articles:** 95; **Book Chapters:** 1; **Abstracts:** 12; **Sample Publications:** Kulaylat AN, Rocourt DV, Tsai AY, Martin KL, Engbrecht BW, Santos MC, Cilley RE, Hollenbeak CS, Dillon PW. *Understanding readmissions in children undergoing surgery: A pediatric NSQIP analysis.* J Pediatr Surg. 2017 Jul 31, Mirkin KA, Enomoto LM, Caputo GM, Hollenbeak CS. *Risk factors for 30-day readmission in patients with congestive heart failure.* Heart Lung. 2017

**Recent Recognitions/Awards/Honors:** ‘16 Deans Award for Teaching Excellence, Penn State College of Medicine

**Percentage of Time Dedicated to Area/International Studies:** 10

Dissertations/Thesis Committees Past 5 Years: n/a

### **Core Participating Faculty**

**Abler, David: Professor of Agricultural, Environmental and Regional Economics and Demography, Tenured**

**Education:** 1987, Ph. D., Economics, University of Chicago; 1982, B. A., Economics and Mathematics, Macalester College

**Academic Experience:** 2007-present, J. Lossing Buck Visiting Professor, Nanjing Agricultural University, China; 1999-; Professor, Agricultural, Environmental & Regional Economics and Demography, Penn State University; 1997-; Principal, By The Numbers; 1993-99, Associate Professor, Agricultural Economics and Demography, Penn State University

**Research/Teaching Specializations:** International food and agricultural trade and trade policy, international economic development, and climate change adaptation and mitigation.

**Overseas Experience:** Canada, China, Costa Rica, France, India, Mexico, Nepal, Nicaragua, Peru, U. K.

**Foreign Language Competence:** Spanish (Reading=4; Spoken=3; Written=3)

**Number of Area Studies, International Studies, Language Courses Taught:** 4; **Sample Courses:** International Economic Development and Agriculture; Agribusiness and the Global Economy

**Number of Recent Publications: Journal Articles:** 12; **Reports:** 1; **Sample Publications:** Abler, D. (2015). “Economic Evaluation of Agricultural Pollution Control Options for China.” *Journal of Integrative Agriculture* 14:1045–1056; Chen, D., D. Abler, D. Zhou, X. Yu, and W. Thompson (2015). “A Meta-Analysis of Food Demand Elasticities for China.” *Applied Economic Perspectives and Policy*, doi: 10.1093/aep/ppv006

**Recent Recognitions/Awards/Honors:** 2017-Fellow, Agricultural and Resource Economics Review; 2017-Best Article of Year Award, Agricultural and Resource Economics Review

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Committees past 5 years:** 0

**Acharya, Yubraj: Assistant Professor of Health Policy and Administration, Tenure-Track**

**Education:** 2017 Ph. D., Health Services Organization and Policy (Economics track), University of Michigan, Ann Arbor, MI 2008 Master's in Public Administration, Syracuse University, Syracuse, NY 2005 B. A. (with honors), Economics, Swarthmore College, Swarthmore, PA

**Academic Experience:** 2017-; Assistant Professor. Department of Health Policy and Administration, The Pennsylvania State University 2016-; Research Affiliate. Institute for Social and Environmental Research, Nepal, 2015-2016 Research Assistant. Institute for Healthcare Innovation and Policy, U. of Michigan. 2013-2014 Research Assistant. Department of Health Management & Policy, U. of Michigan

**Research/Teaching Specializations:** Program evaluation, health disparities, global health policy, health economics

**Overseas Experience:** Nepal, The Philippines, UK

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 3; **Sample Courses:** International Health Economics, Comparative Health Systems

**Number of Recent Publications: Journal Articles:** 6; **Works Under Review:** 6; **Working Papers:** 1; **Sample Publications:** Galway, Lindsay P., Yubraj Acharya, Andrew D. Jones. 2018. Deforestation and Child Diet Diversity: A Geospatial Analysis of 15 Sub-Saharan African Countries. *Health & Place*, 51: 78-88; Estrada, Gemma, Yubraj Acharya, Aaron Batten, Peter Brimble, Poullang Doung, Mirzo Iskandar Gulamov, Mohammad Zahid Hossain, Dominic Mellor, Donghyun Park, and Shamsur Rahman. 2013. The service sector in lower-income Asian economies, *ADB Economics Working Paper Series*, 347: 1 – 25.

**Recent Recognitions/Awards/Honors:** 2018 Center for Global Studies Travel Support, PSU, 2018 PAA Travel Grant, PSU, 2017 Rackham Conference Travel Award, U. of Michigan, 2017 Second Best Student Paper Award, International Health Policy Conference, London 2016-2017 Rackham Predoctoral Fellowship, U. of Michigan

**Percentage of Time Dedicated to Area/International Studies:** 60

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Post, David: Professor of Education and Senior Scientist, Tenured**

**Education:** Ph. D, Comparative and International Education, University of Chicago, 1987; M. A., Columbia University, Teacher's College, 1978; B. A., Philosophy, George Washington University, 1977

**Academic Experience:** 2017-present, Vice-President/President-Elect/President of the *Comparative and International Education Society*, 1992-present, Professor of Education, the Pennsylvania State University; 2014-2015, Senior Policy Analyst, *Global Monitoring Report*, UNESCO, Paris; 2003-2013, Editor, *Comparative Education Review*; 2009-2010, Visiting Professor, Facultad Latinoamericana de Ciencias Sociales-Quito; 2002-2004, Associate Professor of Education, of Latin American Studies, and Asian Studies University of Pittsburgh 2002, Fulbright Professor of Social Sciences Hong Kong U. S. T.

**Research/Teaching Specializations:** Educational Theory and Policy, Comparative and International Education

**Overseas Experience:** Hong Kong, Peru, Mexico, Ecuador

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 7; **Sample Publications:** Educational Mobility in Comparative Perspective; Ethnicity, National Identity, and Education

**Number of Recent Publications: Edited Books:** 1; **Edited Journals:** 2; **Journal Articles:** 9 total, 2 under review; **Book Chapters:** 2; **Sample Publications:** Zimdars-Montford, Anna, D. Sabbagh, and David Post (eds). 2015. *Fair Access to Higher Education: Global Perspectives*. Chicago: University of Chicago Press; Joseph Levitan and David Post. 2016. "Indigenous Student Disadvantage and Education Policy: A Comparison of Peru and Ecuador, 2006 – 2013" In Regina Cortina, *Intercultural Education in Latin America* (Palgrave Macmillan). David Post. 2016. "Adult Literacy Benefits? New opportunities for research into sustainable development." *International Review of Education*.  
[http://www.springer.com/1/AVgporm9hQ3B\\_jFr5NrL](http://www.springer.com/1/AVgporm9hQ3B_jFr5NrL); Mathew Creighton

**Recent Recognitions/Awards/Honors:** 2016, Bill Boyd Mentoring Award, the Pennsylvania State University; 2012, Harold Noah Alumni Award, Teacher's College, Columbia University; 2003

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Tuana, Nancy: DuPont/Class of 1949 Professor of Philosophy, Tenured**

**Education:** Ph. D., Philosophy, University of California, Santa Barbara, 1979; BA, Philosophy and Religious Studies, University of California, Santa Barbara, 1973

**Academic Experience:** 2001-present, Professor, Philosophy and Women's Studies, the Pennsylvania State University; 2001-2016, Founding Director, Rock Ethics Institute, the Pennsylvania State University; 1994-2001, Professor, Philosophy and Environmental Studies, University of Oregon; 1982-1994, Assistant Professor, History of Ideas Program, University of Texas at Dallas; 1980-1982, Assistant Professor, Philosophy, Southern Illinois University; 1979-1980, Visiting Assistant Professor, Philosophy, Moorhead State University; 1978-1979, Visiting Assistant Professor, Philosophy, Texas A & M

**Research/Teaching Specializations:** Feminist Philosophy, Approaches to Intersectionality, Epistemic-Ethical Issues in Scientific Practice, with emphasis on climate science, Moral Literacy

**Overseas Experience:** Canada, South Africa, Italy, Peru, Jamaica, Germany, Australia, Norway, Mexico, Sweden, Poland, Kenya, Brazil, Barbados

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** n/a

**Number of Recent Publications: Books and Anthologies:** 3; **Journal Special Issues:** 3; **Journal Articles:** 28 total, 4 forthcoming; **Sample Publications:** *Gender and Climate Change*, with Carolyn Sachs and Petra Tschakert, Zed Books, forthcoming; *Race in the Age of the Anthropocene*, with Robert Bernasconi, Achille Mbembe, and Sarah Nuttall, *Critical Philosophy of Race*, 2018; *Non-racialism, Color-blindness, and Post-Racialism: Critical Reflections from South Africa and the US*, with Robert Bernasconi, Gabeba Baderoon, Kathryn Gines, and Melissa Steyn. *Critical Philosophy of Race*. Volume 5, Number 2, 2017.

**Recent Recognitions/Awards/Honors:** 2017-Liberal Arts Research Award, 2016-PA IPL 2016 Visionary Award; 2008, Distinguished Woman Philosopher Award, Society for Women in Philosophy;

**Percentage of Time Dedicated to Area/International Studies:** 70

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Additional Affiliated Faculty****Drager, Kathryn D. R.: Associate Dean for Research and Graduate Education, Professor of Communication Sciences and Disorders, Tenured**

**Education:** Ph. D., University of Minnesota, 1999

**Academic Experience:** Professor of Communication Sciences and Disorders, Pennsylvania State University, University Park, PA (present)

**Research/Teaching Specializations:** AAC for individuals with severe expressive communication disorders, issues faced by the global community in AAC

**Overseas Experience:** n/a

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 2; **Sample Courses:** Multicultural Foundations of Services for Children Who Use AAC and Their Families

**Number of Recent Publications: Journal Articles:** 7, **Sample Publications:** Muttiah, N., Drager, K., & O'Connor, L. (2016). Special education in Sri Lanka: A snapshot of three provinces. *Disability Studies Quarterly*, 36(2), Muttiah, Nimisha A., David McNaughton, and Kathryn DR Drager. "Providing instructional support for AAC service delivery in low-and middle-income (LAMI) countries." *International journal of speech-language pathology* (2015): 1-13.

**Recent Recognitions/Awards/Honors:** n/a

**Percentage of Time Dedicated to Area/International Studies:** 10

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Francis, Lori: Associate Professor of Biobehavioral Health and Center for Family Research in Diverse Contexts, Tenured**

**Education:** Ph. D., 2003, Human Development and Family Studies, The Pennsylvania State University; M. S., 2000, Human Development and Family Studies, The Pennsylvania State University; B. S., 1997, Preventative Medicine, The Pennsylvania State University

**Academic Experience:** 2012-present, Associate Professor, Department of Biobehavioral Health, The Pennsylvania State University; 2005-2012, Assistant Professor, Department of Biobehavioral Health, The Pennsylvania State University; 2003-2005, Research Associate, Department of Human Development and Family Studies, The Pennsylvania State University

**Research/Teaching Specializations:** Cultural health psychology; ecological and family systems theory in behavior modification; developmental approaches to disease prevention in children and adolescents.

**Overseas Experience:** n/a

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 3; **Sample Courses:** Health Promotion II, Diversity and Health

**Number of Recent Publications: Journal Articles:** 11 total, 3 in progress, 2 under review; **Professional Meeting Abstracts:** 4, **Sample Publications:** Ross, S. E. & Francis, L. A. (2016). Physical activity perceptions, context, barriers, and facilitators from a Hispanic child's perspective. *International Journal of Qualitative Health and Well-being*, 11, 31949. \*Martin, M. Y. and Francis, L. A. (2016). U. S. migrant networks and adult cardiometabolic health in El Salvador. *Journal of Immigrant Minority Health*, May 2, epub

**Recent Recognitions/Awards/Honors:** 2014-2016, Distinguished Honors Faculty; Schreyer Honors College, The Pennsylvania State University; 2014, Way Pavers Award; Council of College Multicultural Leadership; The Pennsylvania State University; 2012-2013, Faculty Fellow on Child Maltreatment; Children, Youth and Families Center; The Pennsylvania State University

**Percentage of Time Dedicated to Area/International Studies:** 30

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Gao, Xiang: Associate Professor, Director of Nutritional Epidemiology Lab, Tenured**

**Education:** M. D., Shanghai Second Medical University, 1994, Ph. D., Tufts University, 2005, M. S., Peking Union Medical College & Chinese Academy for Medical Science, 2001

**Academic Experience:** Aug 2014 -present Associate Professor and Director, Aug 2014-Sep 2010 Assistant Professor Harvard Medical School, Aug 2010-Jan 2009 Harvard Medical School Instructor, Oct 2005- Dec 2008 Harvard Medical School Research Fellow

**Research/Teaching Specializations:** Nutritional Epidemiology, sleep disorders, neurological diseases, aging, global health and stress

**Overseas Experience:** China

**Foreign Language Competence:** Chinese

**Number of Area Studies, International Studies, Language Courses Taught:** 3, Nutritional Aspects of Disease, Epidemiology

**Number of Recent Publications: Journal Articles:** 101; **Sample Publications:** Li Y, Huang Z, Jin C, Xing A, Liu Y, Huangfu C, Lichtenstein AH, Tucker KL, Wu S, Gao X. Longitudinal Change of Perceived Salt Intake and Stroke Risk in a Chinese Population. *Stroke*. 2018 May 08. PMID: 29739913; Wang X, Gao X, Yang Q, Wang X, Li S, Jiang F, Zhang J, Ouyang F. Sleep disorders and allergic diseases in Chinese toddlers. *Sleep Med*. 2017 Sep; 37:174-179. PMID: 28899531.

**Recent Recognitions/Awards/Honors:** n/a

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Gernand, Alison D: Ann Atherton Hertzler Early Career Professor in Global Health, Assistant Professor, Department of Nutritional Sciences, Tenured**

**Education:** Ph. D., Johns Hopkins Bloomberg School of Public Health, 2011, MPH, University of Texas School of Public Health at Houston, 2003

**Academic Experience:** Associate Professor of Nutritional Sciences, Pennsylvania State University, University Park, PA (present)

**Research/Teaching Specializations:** Pregnancy and pre-pregnancy maternal nutritional status, Placenta (growth, vascular development and angiogenesis, pathology), Adverse pregnancy outcomes (fetal growth restriction and SGA, preeclampsia, preterm birth), Plasma volume and biomarker concentrations, Public health issues in low-income and middle-income countries

**Overseas Experience:** n/a

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 3; **Sample Courses:** Nutrition Throughout the Lifecycle, Community Nutrition

**Number of Recent Publications: Journal Articles:** 13; **Sample Publications:** Gernand AD, Schulze KJ, Nanayakkara-Bind A, Arguello M, Shamim AA, Ali H, Wu L, West KP Jr, Christian P. Effects of prenatal multiple micronutrient supplementation on fetal growth factors: a cluster-randomized, controlled trial in rural Bangladesh. *PloS one*. 2015; Groopman JD, Egner PA, Schulze KJ, Wu LS, Merrill R, Mehra S, Shamim AA, Ali H, Shaikh S, Gernand AD, Khatry SK, LeClerq SC, West Jr KP, Christian P. Aflatoxin-Albumin Biomarkers in Pregnancy and from Birth to Two Years of Age in Rural South Asia: Toxic Exposure in the First 1000 Days of Life. *Food and Chemical Toxicology*. 2014 Dec. 74:184-9.

**Recent Recognitions/Awards/Honors:** n/a

**Percentage of Time Dedicated to Area/International Studies:** 15

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Knapp, Caprice: Senior Lecturer and Research Associate Professor of Health Policy and Administration, Non-Tenured**

**Education:** Ph. D., Economics, University of Florida, M. A., Economics, University of Florida, B. A. Economics, University of South Florida

**Academic Experience:** 2014-Present: Senior Instructor, Department of Health Policy and Administration, the Pennsylvania State University; 2015: Visiting Professor, University of the Philippines; 2012-2014: Associate Professor, Institute for Child Health Policy, University of Florida; 2011-2013: Graduate/Affiliate Faculty Member, University of Florida; 2009-2014: Research Member, University of Florida Shands Cancer Center; 2009-2014: Health Outcomes and Behavior Research Member, H. Lee Moffitt Cancer Center, Tampa, Florida;

**Research/Teaching Specializations:** Health economics; maternal and child health; safety net health; and global health; child and maternal outcomes in developing countries

**Overseas Experience:** Philippines, India, Ecuador, Uganda, the Netherlands, South Africa, Germany, Norway, Canada, Czech Republic, Kenya, Belarus, China, Uruguay, Singapore, Sweden

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 5; **Sample Courses:** Health in the Philippines, Health Information Systems

**Number of Recent Publications: Journal Articles:** 34; **Book Chapters:** 1; **Invited Commentary:** 1; **Technical Reports:** 10; **Sample Publications:** Knapp C., Wirsching M, Hansellmann E, and G. Husni-Pascha. Current Status of Global Mental Health in German-Speaking Countries: A Student Perspective. Submitted to *BMJ Global Health*. January 2017; S. Fowler-Kerry and C. Knapp. "Intersection of Care: Children with Palliative Care Needs Versus Acute, Preventative Oral Health." Submitted to *Journal of Pain Management*, October 2016

**Recent Recognitions/Awards/Honors:** 2017-2018 Robert Wood Johnson Health Policy Fellow; 2016-2018, Freiburg Institute for Advanced Studies (FRIAS) Senior Fellow; 2016-2018, The Pennsylvania State University Distinguished Honors Faculty; 2015-2018, Humboldt Fellowship for Experienced Researchers

**Percentage of Time Dedicated to Area/International Studies:** 10

**Dissertations/Thesis Committees Past 5 Years:** 3

### **Miranda-Hartsuff, Patricia: Associate Professor of Health Policy and Administration and Demography, Tenured**

**Education:** Ph. D., 2008, University of Michigan, School of Public Health; MPH, 2003, University of Michigan, School of Public Health; BA, 2001, Trinity University

**Academic Experience:** 2017- Present: Associate Professor College of Health and Human Development, Department of Health Policy and Administration, The Pennsylvania State University; 2017 -Present: Associate Professor of Demography, College of Liberal Arts, The Pennsylvania State University; 2017 - Present: Associate Professor of Public Health Sciences, College of Medicine, The Pennsylvania State University; 2014- Present: Member, Penn State Hershey Cancer Institute, Cancer control and population Health Program, The Pennsylvania State University; 2014- Present: Faculty Associate, Population Research Institute, The Pennsylvania State

**Research/Teaching Specializations:** Social and cultural determinants of population health; health disparities; vulnerable populations; Latino populations; cancer prevention; policy evaluation; and health in all policies (HiAP).

**Overseas Experience:** Italy, Colombia

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 4; **Sample Courses:** Population Health and Healthcare; Special Considerations for Research with Vulnerable Populations

**Number of Recent Publications: Journal Articles:** 18 total, 1 forthcoming, 7 under review; **Sample Publications:** Belue, R., Ndiaye, K., Miranda, P. Y., & Ndao, F. (2017). Diabetes management in Senegalese families: A dyadic-narrative illustration. *Chronic Illness*, January (1). ISBN/ISSN #/Case #/DOI #: 10. 1177/1742395317719141

**Recent Recognitions/Awards/Honors:** 2015: Diversity Achievement Award, Penn State College of Health and Human Development; 2015: Henry Montes President's Service Award, American Public Health Association Latino Caucus; 2013-2015: National Center on Minority Health and Health Disparities Scholar, National Institutes of Health (NIH):

**Percentage of Time Dedicated to Area/International Studies:** 40

**Dissertations/Thesis Committees Past 5 Years:** 4

### **Rosinger, Asher: Assistant Professor of Biobehavioral Health & Anthropology, Tenured**

**Education:** Ph. D., 2015, Anthropology, The University of Georgia; MPH, 2012, Epidemiology, the University of Georgia; B. A., 2007, Anthropology and Psychology

**Academic Experience:** 2017-present, Assistant Professor of Biobehavioral Health and Anthropology, the Pennsylvania State University; 2017-present, Faculty Affiliate, Population Research Institute, the Pennsylvania State University; 2015-2017, Epidemic Intelligence Service Officer, Center for Disease Control and Prevention

**Research/Teaching Specializations:** Water and dietary intake, water insecurity, hydration status, environmental and lifestyle transitions, anthropometrics, global health

**Overseas Experience:** Puerto Rico, Bolivia, Kenya

**Foreign Language Competence:** English, Spanish

**Number of Area Studies, International Studies, Language Courses Taught:** 1; **Sample Courses:** Medical Anthropology

**Number of Recent Publications: Journal Articles:** 18, **Invited Commentaries:** 1; **Book and HandBook Chapters:** 2; **Works Under Review:** 3; **Works in Preparation:** 4; **Sample Publications:** Rosinger AY. (2018). Household water insecurity after a historic flood: Diarrhea and dehydration in the Bolivian Amazon. *Social Science & Medicine*; 197:192-202; **Book Chapters:** Rosinger A, Godoy R. (2016). Height and weight of native populations. In J. Komlos and I. Kelly, *The Oxford Handbook of Economics and Human Biology*. Oxford University Press.

**Recent Recognitions/Awards/Honors:** 2018, Andrew Carnegie Fellows Program Finalist; 2017, CDC & ATSDR Honor Award Winner, Excellence in Emergency Response (Domestic): Zika Pregnancy and Birth Defects Surveillance Group; 2017, Alexander Langmuir Award Finalist, Centers for Disease Control and Prevention; 2017, Delta Omega, Public Health Honor's Society, University of Georgia Beta Chi Chapter; 2016, Excellence in Research by Graduate Students Award (\$1,000), winner for Social and Behavioral Sciences

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Shi, Yunfeng: Assistant Professor of Health Policy and Administration, Tenured**

**Education:** Ph. D., 2010, Information Systems and Public Policy (Applied Microeconomics Focus), Carnegie Mellon University; M. S., 2004, Economics, Carnegie Mellon University; M. P. A., Public Administration, University of Wyoming; B. A., 1998, English, Fudan University

**Academic Experience:** 2015 – Present: Assistant Professor, Department of Health Policy and Administration, Penn State University; 2012-15: Faculty Research Associate, Center for Health Care Policy and Research, Department of Health Policy and Administration, Penn State University; 2010 – Present: Quantitative Research Manager, Evaluation Team - Aligning Forces for Quality, Center for Health Care Policy and Research, Penn State University; 2010-2012: Post-Doctoral Research Scholar, Center for Health Care Policy and Research, Penn State University;

**Research/Teaching Specializations:** Health economics; health care organizations; health care financing; consumer engagement and behavior; quality measurement and reporting; and health information technology

**Overseas Experience:** China

**Foreign Language Competence:** Chinese (native); English (fluent); French and German (reading only)

**Number of Area Studies, International Studies, Language Courses Taught:** 1; **Sample Courses:** Health Economics

**Number of Recent Publications: Journal Articles:** 17 total, 5 under review; **Works in Progress:** 3; **Sample Publications:** Shi, Y., Fuentes, V., McHugh, M., Greene, J., Verevkina, N., Casalino, L. & Shortell, S. (2016). “Electronic health records and patient activation – Their interactive role in medication adherence”. *Smart Health*, 9545, 219-230, LNCS, Springer; Alexander, J., Hearld, L., & Shi, Y. (2015). Assessing organizational change in multi-sector community health alliances. *Health Services Research*, 50(2), 98-116

**Recent Recognitions/Awards/Honors:** Present, Co-Investigator for Evaluation for Aligning Forces for Quality; Present, Co-Investigator for Understanding the Roles of Health Information Technology and Organizational Factors in Adoption and Diffusion of Patient Centered Outcomes Research (PCOR) Evidence

**Percentage of Time Dedicated to Area/International Studies:** 30

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Snipes, Shedra: Assistant Professor of Biobehavioral Health, Tenure-Track**

**Education:** Ph. D., 2007, BioCultural Anthropology, University of Washington; M. A., 2003, BioCultural Anthropology, University of Washington; B. S., 2000, Anthropology and Human Biology, Emory University

**Academic Experience:** 2010-current, Assistant Professor of Biobehavioral Health, the Pennsylvania State University; 2009-2010, Postdoctoral fellow, University of Texas School of Public Health Division of Health Promotion; 2009-2010, National Cancer Institute (NCI) Cancer Education and Career Development Program University of Texas Health Science Center School of Public Health; 2007-2010, W. K. Kellogg Foundation Health Disparities Scholars Program, Multidisciplinary Track, University of Texas M. D. Anderson Cancer Center; 2007-2009, Postdoctoral Fellow, University of Texas M. D. Anderson Cancer, Center for Research on Minority Health within the Department of Health Disparities

**Research/Teaching Specializations:** Environmental Health; Immigrant Health; Health Promotion; Ethnographic Methods; Behavioral Field Methods (Qualitative and Quantitative)

**Overseas Experience:** n/a

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** n/a

**Number of Recent Publications: Journal Articles:** 15 total, 2 in press, 1 under review; **Works Under Review:** 2; Potter, L. N.\*, Zawadzki, M. J., Cook, J. E., Eccleston, C. P., Snipes, S. A., Sliwinski, M. J., & Smyth, J. M. (In press). “The intersections of race, gender, age, and SES: Implications for reporting discrimination and attributions to discrimination.” *Stigma and Health*; Snipes, S. A. †, Cooper, S. A., Shipp, E. ““The only thing I wish I could change is that they treat us more like people and less like animals.” An exploration of injury and discrimination among Mexican immigrant farmworkers.” *Journal of Agromedicine* 2017: 22:1:36-46. doi:10. 1080/1059924X. 2016. 1248307. PMID: 27749157.

**Recent Recognitions/Awards/Honors:** 2007-2021, National Advisory Council on Migrant Health (NACMH); 2017, Distinguished Research Recognition, Farmworker Justice, Washington, DC; 2010-2012, Kaiser Permanente Burch Minority Leadership Award for Emerging Scholars in Health Disparities Research; 2011-2012, Program Award, Junior Mentorship, American Association of Health Behavior (AAHB)

**Percentage of Time Dedicated to Area/International Studies:** 80

**Dissertations/Thesis Committees Past 5 Years:** 6

### **Spokus, Diane: Senior Instructor and Associate Director of Undergraduate Professional Development of Health Policy and Administration, Non-Tenured**

**Education:** Ph. D., Workforce Education/Training and Development, The Pennsylvania State University, M. Ed., Adult Education, The Pennsylvania State University. B. S., Human Development and Family Studies/Gerontology Minor, The Pennsylvania State University **Academic Experience:** 2018 – Present: Associate Teaching Professor, Associate Director of Undergraduate Professional Development, Health Policy Administration; 2015-2018, Senior Instructor, Associate Director of Undergraduate Professional Development, Health Policy Administration, The Pennsylvania State University; 2015-2018, Senior Instructor, Health Policy Administration, The Pennsylvania State University; 2007-2015, Instructor – Health Policy Administration, The Pennsylvania State University

**Research/Teaching Specializations:** Aging, Healthcare Workforce: Training and Development, Workforce Selection, Retention & Recruitment, Health & Aging; Workplace Design, Job Satisfaction & Quality of Work Life

**Overseas Experience:** Japan, Germany, Czech Republic, Poland, Austria, Sweden

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 4, **Sample Publications:** Human Resource Management/Healthcare: The Swedish Experience, Health Policy Issues

**Number of Recent Publications: Journal Articles:** 2 in progress; **Book Chapters:** 2 total, 1 in progress; **Books:** Rothwell, William J., Sterns, Harvey L., Spokus, Diane M., Reaser, Joel. (2008). *Working Longer: New Strategies for Managing, Training and Retaining Older Employees*. New York: AMACOM.

**Recent Recognitions/Awards/Honors:** 2016-17 HPA Teaching Excellence Award, 2015 Schreyer Institute for Teaching Excellence Teaching Grant., Center for Global Studies Grant (2018) (\$3000), Global Programs Travel Grant (2016) (\$3000)

**Percentage of Time Dedicated to Area/International Studies:** 10

**Dissertations/Thesis Committees Past 5 Years:** 2

## **ENERGY, SUSTAINABILITY, AND RESOURCES**

### **Lead Faculty**

#### **Alley, Richard: Evan Pugh Professor of Geosciences, Tenured**

**Education:** Ph. D., 1987, University of Wisconsin (Geology, Minor Materials Science); M. Sc. 1983, B. Sc. 1989 (With Honors, With Distinction, Summa cum Laude), Ohio State University (Geology and Mineralogy).

**Academic Experience:** Evan Pugh Prof. (2000-), Department of Geosciences, Penn State Univ. Prof. (1996-) Associate Prof., Department of Geosciences, College of Earth & Mineral Sciences, Penn State Univ. (1992-96) Assistant Prof., Department of Geosciences, College of Earth & Mineral Sciences, Penn State Univ. (1988 -92) Department of Geosciences, College of Earth and Mineral Sciences, Penn State University

**Research/Teaching Specializations:** Glaciology, Ice and Climate, Sea Level Change, Abrupt Climate Change.

**Overseas Experience:** Antarctica, Greenland, UK, New Zealand

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 5; **Sample Courses:** Energy, Environment, and Our Future; Geology of Climate Change

**Number of Recent Publications: Journal Articles:** Refereed – 52, Non-refereed - 7; **Book Chapters:** 3; **In-House Publications:** 5; **Sample Courses:** Holschuh, N., B. R. Parizek, R. B. Alley and S. Anandakrishnan. 2017. Decoding ice sheet behavior using englacial layer slopes. *Geophysical Research Letters* 44(11), 5561-5570; Siegfried, A. M. Smith, E. J. Steig, L. D. Trusel, D. G. Vaughan, P. L. Yager. 2017. How Much, How Fast?: A Review and Science Plan for Research on the Instability of Antarctica's Thwaites Glacier in the 21st century. *Global and Planetary Change* 153, 16-34.

**Recent Recognitions/Awards/Honors:** Evan Pugh University Professorship and Faculty Scholar Medal of the Pennsylvania State University, recipient of the highest University-wide teaching award (the Eisenhower Award); Presenter for PBS Documentary *Earth: The Operator's Manual*; Wollaston Medal of the Geological Society of London; Arthur L. Day Prize and Lectureship of the US National Academy of Sciences; Revelle Medal and Fellowship in American Geophysical Union, and recipient of their Climate Communication Prize

**Percentage of Time Dedicated to Area/International Studies:** 75

**Dissertations/Thesis Committees Past 5 Years:** 8

### **Core Participating Faculty**

#### **Fowler, Lara: Senior Lecturer, Affiliate Faculty, School of International Affairs, Non-Tenured**

**Education:** 2016-present, Affiliate Faculty, School of International Affairs; 2016-present, Assistant Director, Outreach & Engagement, Institutes of Energy and the Environment; 2013-present, Senior Lecturer, Penn State Law, the Pennsylvania State University; 2013-2016, Research Fellow, Institutes of Energy and the Environment; 2012-2013, Adjunct Professor of Law, Penn State Dickinson School of Law, the Pennsylvania State University; 2003-2012, Senior Associate, Gordon Thomas Honeywell LLP;

**Academic Experience:** Program in Negotiation, 2006, Harvard Law School; J. D., 2004, University of Washington School of Law; B. A., 1996, Asian Studies (Japanese), Dartmouth College

Research/Teaching Specializations: environmental, energy, and natural resource law, with a specific focus on water related issues

**Overseas Experience:** n/a

Foreign Language Competence: n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 4

**Number of Recent Publications: Journal Articles:** 4; **Reports:** 3; **Book Chapters:** 2; **Sample Publications:** Fowler, L. B. and Shi, X., Human Conflicts and the Food-Energy-Water Nexus: Building Collaboration Using Facilitation and Mediation to Managed Environmental Disputes, *J. OF ENVT'L STUDIES & SCIENCE* (Feb. 2016); Fowler, L. B., Royer, M. B., and Colburn, J. E., Addressing Death by a Thousand Cuts: Legal and Policy Innovations to Address Nonpoint Source Runoff, *CHOICES* (Fall 2013).

**Recent Recognitions/Awards/Honors:** Burgos, W., Fowler, L. B., and Tasker, T., *Impact of Spreading Oil & Gas Wastewater as Road Treatments on Groundwater Quality*, \$20,000 grant from U. S. Geological Survey (granted in Feb. 2017). \$5 million grant for Sept. 2017-Sept. 2021; Fisher-Vanden, K., et al, *Coupled Human-Natural Systems Project*, \$20 million U. S. Department of Energy Cooperative Research Project (2016-2020)

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** 10

#### **Grady, Caitlin: Assistant Professor of Civil and Environmental Engineering, Tenure-Track**

**Education:** Ph. D., Civil & Environmental Engineering, Purdue University; M. S., Agricultural & Environmental Engineering, Purdue University; B. A., Humanities, Science, and the Environment, Virginia Tech

**Academic Experience:** 2017-present, Assistant Professor of Civil and Environmental Engineering, The Pennsylvania State University; 2017-present, Research Associate, Rock Ethics Institute, The Pennsylvania State University; 2016-2017, Management Analyst, Contractor; Kenjya Trusant Group, U. S. Department of State; Office of Environmental Transboundary Issues, Washington DC; 2016, Energy Policy Analyst, Contractor; Oak Ridge Institute, U. S. Department of Energy, Office of Energy Systems Policy Analysis, Washington DC;

Research/Teaching Specializations: transdisciplinary nature of water resources, particularly within the water, energy, and food security international development community

**Overseas Experience:** Austria, Switzerland, Rwanda, Laos, Thailand, Vietnam, Cambodia, Kenya, Tanzania, Uganda, Jordan, Israel, Palestine, Egypt, Dominican Republic, Honduras, Mexico,

Foreign Language Competence: Spanish

Number of Area Studies, International Studies, Language Courses Taught: 1; Engineering, Ethics and Environmental Management;

**Number of Recent Publications: Journal Articles:** 4; **Edited Books:** 2; **Book Chapters:** 2; Younos, T. and C. Grady eds. 2014. Potable Water: Emerging Global Problems and Solutions. The Handbook of Environmental Chemistry. Springer Publishing. ISBN 978-3-319-06563-2; Grady, C., Kien Van Nguyen, Thai Van Nguyen, E. R. Blatchley. 2018. Who is being left behind? An analysis of improved drinking water and basic sanitation access in the Vietnamese Mekong Delta. *Journal of Water, Sanitation, and Hygiene for Development*. In Press;

**Recent Recognitions/Awards/Honors:** Reviewer of the Journal of American Water Resources Association, AGU Virtual Poster Showcase Judge, Faculty advisor, Lockheed Martin Ethics Case Competition

**Percentage of Time Dedicated to Area/International Studies:** 75

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Titley, David: Professor of Practice, Department of Meteorology, Director, Center for Solutions to Weather and Climate Risk, Professor, School of International Affairs, Tenured**

**Education:** Bachelor of Science in Meteorology from the Pennsylvania State University, Master of Science in Meteorology and Physical Oceanography from the Naval Postgraduate School, Ph. D. in Meteorology from the Naval Postgraduate School, Fellow, Massachusetts Institute of Technology Seminar XXI on Foreign Politics, International Relations, and National Interest

**Academic Experience:** Naval officer for 32 years and rose to the rank of Rear Admiral, Professor of Practice in the Department of Meteorology at the Pennsylvania State University and founding Director of Penn State's Center for Solutions to Weather and Climate Risk

**Research/Teaching Specializations:** Climate, Oceanography, Tropical Meteorology, Weather Risk.

**Overseas Experience:** n/a

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 1; **Sample Courses:** Weather Risk

**Number of Recent Publications: Journal Articles:** 4 total, 1 in review; **Other Publications:** 12; **Sample Publications:** 2018, Walker, A, DW Titley, ME Mann, and RG Najjar. "A Fiscally Based Scale for Tropical Cyclone Storm Surge." *Weather and Forecasting*, {in review} 2015, Zysk, K., and DW Titley. "Signals, Noise and Swans in Today's Arctic." *The SAIS Review of International Affairs*, 25 (1) 169-181.

**Recent Recognitions/Awards/Honors:** 2017, recipient of the College of Earth and Mineral Science Wilson Award for excellence in service.

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

### **Additional Affiliated Faculty**

**Abdalla, Charles: Professor of Agricultural and Environmental Economics, Tenured**

**Education:** Michigan State University, Ph. D., 1985; Michigan State University, Master of Science, 1982; The Pennsylvania State University, Bachelor of Science, 1979

**Academic Experience:** Present: Professor of Agricultural and Environmental Economics, The Pennsylvania State University; Visiting Scholar, 2014-2015, Colorado State University, Fort Collins, Colorado; Visiting Scholar, 2007-2008, Oregon State University, Corvallis, Oregon; Gilbert F. White Fellow, 1992-1993, Resources for the Future, Washington, D. C; Research/Teaching Assistant, 1979-1984, Michigan State University, East Lansing, Michigan  
**Research/Teaching Specializations:** Natural Resource Economics, Environmental and Energy Policy Analysis, Water Resources Management

**Overseas Experience:** n/a

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** n/a

**Number of Recent Publications: Journal Articles:** 1; Research Reports: 4; National/Regional Publications: 1; Videos/Presentations on Compact Discs: 1; **Sample Publications:** Abdalla, C. W. Rimsaite, R. and B. Swistock. Municipal Officials' Decisions to Lease Watershed Lands for Marcellus Shale Gas Exploration, *Journal of Environmental Studies and Sciences*, Spring 2013; Stephenson, K., Latane, A., Evanylo, G., Ogejo J., Beegle, D., Abdalla, C., Pease, J., McGrath, J., Ignosh, J., and T. Richard. Technical Analysis for Nutrient Crediting of Manure Conversion Technologies. Mid-Atlantic Water Program, National Institute of Food and Agriculture. USDA, 68 pp. July 2013.

**Recent Recognitions/Awards/Honors:** Silver Award in the Web/Social Media/Online Courses for the Role of Water in Shale Gas Drilling in the Mid-Atlantic region interactive videos (2014)

**Percentage of Time Dedicated to Area/International Studies:** 10

**Dissertations/Thesis Committees Past 5 Years:** 2

### **Alter, Theodore: Professor of Agricultural, Environmental and Regional Economics, Tenured**

**Education:** Ph. D. Michigan State University, Resource Economics and Policy, 1976 M. S. Michigan State University, Resource Economics and Policy, 1973 B. A. University of Rochester, Economics – With Distinction, 1968

**Academic Experience:** Sustainability Scholar-in-Residence, Penn State University Sustainability Institute, 2013 – present; Adjunct Research Fellow, Australian Center for Agriculture and Law, University of New England, 2011 – present; Co-Director, Center for Economic and Community Development, Department of Agricultural Economics and Rural Sociology, Penn State, 2008 – present

**Research/Teaching Specializations:** Agricultural economics and policy, development economics, public sector economics, community and regional economics, community and rural development

**Overseas Experience:** Australia, Scotland, Italy, France, Sweden

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 7; **Sample Courses:** Community, Local Knowledge, and Democracy; Land and Water Policy

**Number of Recent Publications: Journal Articles:** Refereed – 19, Non-refereed - 3; **Books:** 1, forthcoming, **Reports:** 1; **Book Chapters:** 5; **Edited Books:** 1; **In-House Publications:** 2; **Research Reports:** 2; **Works in Progress:** 8; **Online Tools:** 1; **Sample Publications:** Harrell, A., Sterner, G., Alter, T. R., & Lonie, J. (2017). Student Perceptions of the Impact of their Study Abroad Experiences. *North American Colleges and Teachers of Agriculture Journal*. 61(1):56-65; Fortunato, M. W-P, & Alter. T. R. (2016). Cultural and entrepreneurial opportunity in high- and low entrepreneurship rural communities: Challenging the discovery/creation divide. *Journal of Enterprising Communities: People and Places in the Global Economy*. 10(4): 447-476

**Recent Recognitions/Awards/Honors:** Ted K. Bradshaw Outstanding Research Award, Community Development Society, 2015; Fulbright Senior Specialist Program, assigned by the US Department of State (2015)

**Percentage of Time Dedicated to Area/International Studies:** 30

**Dissertations/Thesis Committees Past 5 Years:** 15

### **Anandakrishnan, Sridhar: Professor of Geosciences, Tenured**

**Education:** Ph. D., Geophysics. University of Wisconsin—Madison (1990); M. S., Electrical Engineering. Columbia University (1983); B. S., Electrical Engineering. Columbia University (1982).

**Academic Experience:** Associate Professor, PSU, 2002– Present; Asst. Prof, U Alabama (1999–2002); Research Assoc., PSU (1992–1999); Research Assoc., Los Alamos (1994–1995); Senior Researcher, Mobil Oil (1991–1992).

**Research/Teaching Specializations:** Reflection Seismology, Glaciology, Geophysics

**Overseas Experience:** Antarctica

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** Physical Geology

**Number of Recent Publications:** n/a

**Recent Recognitions/Awards/Honors:** n/a

**Percentage of Time Dedicated to Area/International Studies:** 75

**Dissertations/Thesis Committees Past 5 Years:** 2

### **Buckland, Peter: Academic Programs Manager at Penn State's Sustainability Institute, Non-Tenured**

**Education:** 2015 Ph. D. Educational Theory and Policy, Penn State University; 2003 MM. Music Composition and Theory, Penn State University; 2001 B. A. Music, Minor in English and Creative Writing, Penn State University

**Academic Experience:** November 2017 – Present: Academic Programs Manager, Penn State's Sustainability Institute, Penn State University; 2016 – Present: Affiliate Faculty, Penn State Department of Educational Theory and Policy

**Research/Teaching Specializations:** Civically engaged education for climate change policy

**Overseas Experience:** n/a

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 5; **Sample Courses:** Sustainability in American Education; Islands and People: An Immersive Sustainability Experience in Education

**Number of Recent Publications: Books:1; Book Chapters:** 3; **Journal Articles:** 3; Edited **Books:** 1; **Book Reviews:** 1; **Other Publications:** 7; Buckland, P. (January 2016). *Heartwood*. State College, PA: Mt. Nittany Press; Buckland, P., Goodstein, E., Alexander, R., Muchnick, B., Mallia, M. E., Leary, N., Andrejewski, R., & Barsom, S. (2018). The Challenge of Coordinated Civic Climate Change Education. *Journal of Environmental Studies and Sciences*; Buckland, P. (2016).

**Recent Recognitions/Awards/Honors:** 2012: Sustainability Leadership Award – Penn State University Center for Sustainability (Sustainability Institute)

**Percentage of Time Dedicated to Area/International Studies:** 10

**Dissertations/Thesis Committees Past 5 Years:** n/a

### **Carleton, Andrew: Professor of Geography, Tenured**

**Education:** University of Adelaide (Australia) bachelor's and Master's Degrees, University of Colorado (Ph. D.).

**Academic Experience:** Professor of Geography, Pennsylvania State University, University Park, PA (1995-present).

**Research/Teaching Specializations:** Synoptic climatology, climate dynamics, human impacts on climate, Antarctica.

**Overseas Experience:** Canada, England, Australia

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** n/a

**Number of Recent Publications:** n/a

**Recent Recognitions/Awards/Honors:** n/a

**Percentage of Time Dedicated to Area/International Studies:** 50

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Ciolkosz, Daniel: Assistant Professor and Research Associate, Biomass Energy Center, Tenure-Track**

**Education:** Cornell University, Agricultural and Biological Engineering, Ph. D 2000; Pennsylvania State University, Agricultural and Biological Engineering M. S. 1994 Pennsylvania State University, Architectural Engineering B. A. E. 1992

**Academic Experience:** August 2008 – Present Research and Extension Associate, Penn State University

**Research/Teaching Specializations:** Agriculture, Solar Energy Resource Evaluation

**Overseas Experience:** South Africa

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 1; **Sample Courses:** Management and Design of Renewable Energy and Sustainability Systems

**Number of Recent Publications: Journal Articles:** 3; **Book Chapters:** 2; **Other Publications:** 2 total, 1 under review; Covelli C., H. Yi, A. Karamchandani, D. Ciolkosz, and V. M. Puri, 2018. Evaluation of dry steam preconditioning on switchgrass pellet quality metrics. Transactions of the ASABE (under review), Ciolkosz, D., Jacobson, M., Heil, N., and W. Brandau. 2017.

**Recent Recognitions/Awards/Honors:** Standards Development Award, American Society of Agricultural and Biological Engrs, 2014, Faculty Extension Award of Merit, Penn State Chapter of Gamma Sigma Delta, 2015

**Percentage of Time Dedicated to Area/International Studies:** 30

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Colledge, Tom: Assistant Professor, Engineering Design; Coordinator, Engineering and Community Engagement Certificate Program, Tenure-Track**

**Education:** Ph. D. Agricultural and Biological Engineering, Penn State University; M. Eng. Civil Engineering, Penn State University; B. S. Civil Engineering and B. S. Mathematics Education and Science, Penn State University

**Academic Experience:** Assistant Professor of Engineering Design (1997-Present), The Pennsylvania State University; Assistant Professor of Agricultural and Biological Engineering (1998-2001), Department of Agricultural and Biological Engineering, Pennsylvania State University; Instructor of Engineering Design (1991-1994), The School of Engineering Design, Technology and Professional Programs, Pennsylvania State University

**Research/Teaching Specializations:** Management of water, wastewater, housing and energy services for poverty reduction

**Overseas Experience:** n/a

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 8; **Sample Courses:** Foundations of Community Service Engineering, Design of Appropriate Technologies in Developing Communities

**Number of Recent Publications: Journal Articles:** 4 total, 1 in press; **Sample Publications:** Colledge, T. H., Nurturing Engineering Design Thinking: What's a Parent to Do? Colledge, *The International Journal for Service Learning in Engineering, Humanitarian Engineering and Social Entrepreneurship*. (In Press). Toto, Roxanne, Thomas Colledge, David Frederick, Instructional Strategies to Promote Student Strategic Thinking When Using SolidWorks. *Advances in Engineering Education*. Winter, 2014. Vol. 4 Issue 1, pp. 1-37.

**Recent Recognitions/Awards/Honors:** Lawrence J. Perez Student Advocate Award, College of Education Leadership and Service Award

**Percentage of Time Dedicated to Area/International Studies:** 30

**Dissertations/Thesis Committees Past 5 Years:** n/a

### **Crane, Robert: Professor of Geography; Associate Vice Provost, Penn State Global Programs, Tenured**

**Education:** Ph. D., University of Colorado at Boulder, 1981; M. A., University of Colorado at Boulder, 1978; B. A., University of Reading, England, 1976

**Academic Experience:** July 2009 – June 2013: Co-Principal Investigator (with Michael Mann, Matthew Thomas, Andrew Reed and Ottar Bjornstad, the Pennsylvania State University), Quantifying the Influence of Environmental Temperature on Transmission of Vector-Borne Diseases (NSF, \$1,884,991); 1990- 1993: Associate Director, Earth System Science Center; 1993-2007: Associate Dean for Education, College of Earth and Mineral Sciences; 2006-2007: Interim Dean, College of Earth and Mineral Sciences; 2007- Present: Director, Alliance for Education, Science, Engineering and Development in Africa, The Pennsylvania State University

**Research/Teaching Specializations:** Climatology, Regional scale climate change, African climates

**Overseas Experience:** Africa, Caribbean

**Foreign Language Competence:** Xhosa, Afrikaans, Spanish

**Number of Area Studies, International Studies, Language Courses Taught:** 6; **Sample Courses:** Global Change in Local Places; Coral Reef Environments; Environmental Justice in South Africa

**Number of Recent Publications: Journal Articles:** 4; **Sample Publications:** Hewitson, B. C., Daron, J., Crane, R. G. et al. Climatic Change (2014) 122: 539. <https://doi.org/10.1007/s10584-013-1021-z>

**Recent Recognitions/Awards/Honors:** n/a

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

### **Ding, Min: Bard Professor in Marketing, Tenured**

**Education:** Ph. D. in Marketing, Wharton School of Business, University of Pennsylvania (2001); Ph. D. in Molecular, Cellular, and Developmental Biology, Ohio State University (1996); B. S. in Genetics and Genetic Engineering from Fudan University (1989)

**Academic Experience:** Advisory Professor of Marketing Director, Institute for Sustainable Innovation and Growth (iSIG), School of Management, Fudan University; College of Business and Economics, The Australian National University; College of Business, City University of Hong Kong; Sloan School of Management, MIT.

**Research/Teaching Specializations:** Fair Development and Sustainable Development, China.

**Overseas Experience:** China

**Foreign Language Competence:** Mandarin (5)

**Number of Area Studies, International Studies, Language Courses Taught:** 3; New Product Development, Marketing Strategy

**Number of Recent Publications: Journal Articles:** 8, **Books:** 3, **Edited Book Series:** 2; **Edited Books:** 2; **Book Chapters:** 3; **Sample Publications:** Ding, M. and J. Xu (2014) *The Chinese Way*, Routledge; Ding, M., (2013) *The Bubble Theory – Towards the Framework of Enlightened Needs and Fair Development*, Springer. Chinese Edition (2013), Fudan University Press, Shanghai, China.

**Recent Recognitions/Awards/Honors:** 2012 William R. Davidson Award for the best paper published in the Journal of Retailing during the two previous years; 2010 Finalist, O'Dell Award, Journal of Marketing Research; 2008 Finalist, Paul E. Green Award, Journal of Marketing Research; 2007 Harold H. Maynard Award, for significant contribution to marketing theory and thought in Journal of Marketing

**Percentage of Time Dedicated to Area/International Studies:** 50

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Easterling, William: Professor of Geography, Tenured**

**Education:** Ph. D. Geography-Climatology, University of North Carolina at Chapel Hill, December 1984; M. A. Geography-Industrial Location Economics, University of North Carolina at Chapel Hill, 1980; B. A. Geography and History, University of North Carolina at Chapel Hill, 1976

**Academic Experience:** 2007- 2017: Dean of the College of Earth and Mineral Sciences; 1999- Present: Professor of Geography

**Research/Teaching Specializations:** Environmental change, Agricultural systems, Climate, Renewable natural resources, Land use

**Overseas Experience:** n/a

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** n/a

**Number of Recent Publications:** n/a

**Recent Recognitions/Awards/Honors:** Co-awarded the 2007 Nobel Peace Prize with former Vice President Al Gore

**Percentage of Time Dedicated to Area/International Studies:** 50

**Dissertations/Thesis Committees Past 5 Years:** 7

**Forest, Chris E.: Associate Professor of Climate Dynamics, Tenured**

**Education:** Ph. D. in Meteorology, February 1996, Massachusetts Institute of Technology; B. S. 1990, University of Wisconsin – Madison

**Academic Experience:** 2015-present: Associate Professor of Climate Dynamics, Department of Geosciences, The Pennsylvania State University

**Research/Teaching Specializations:** Climate Dynamics

**Overseas Experience:** Italy, Australia, New Zealand, France, UK, China, Switzerland, Japan, Germany

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 5; **Sample Courses:** Climate Dynamics, Application of Computers to Meteorology

**Number of Recent Publications: Journal Articles:** 21 total, 4 in progress, 3 under review; **Reports:** 1; **Book Chapters:** 1; **Sample Publications:** Libardoni, A. G., C. E. Forest, A. P. Sokolov, and E. Monier, Understanding Internal Variability Leads to Narrower Estimates of Climate Sensitivity, in preparation, July 2017; Ceres, R. L., C. E. Forest, and K. Keller, Understanding the detectability of potential changes to the 100-year peak storm surge, Submitted to *Climatic Change*, revised and resubmitted, August 2017; Forest, C. E., Inferred Net Aerosol Forcing Based on Historical Climate Changes: A Review, Submitted to: *Current Climate Change Reports*, Revised and resubmitted: 14 July 2017, 2017.

**Recent Recognitions/Awards/Honors: Grant completed:** Massachusetts Institute of Technology (DOE Prime), 2013-2016, “An Integrated Framework for Climate Change Analysis”; NSF, 2012-2017, “What are Sustainable Climate-Risk Management Strategies?” (CoPI’s K. Keller (lead), C. Forest, N. Tuana, A. Robock, R. Lempert) 2. University of Wisconsin-Madison (USDA NIFA Prime), 2012-2017, “Climate Change Mitigation and Adaptation in Dairy Production Systems of the Great Lakes Region” (PI T. Richard) 3. NSF, 2014-2017, “Statistical Methods for Ice Sheet Projections using Large NonGaussian Space-time Data Sets and Complex Computer Models” (Co-PI’s M. Haran (lead), C. Forest)

**Percentage of Time Dedicated to Area/International Studies:** 25

**Dissertations/Thesis Committees Past 5 Years:** 15

**Fisher-Vanden, Karen: Professor of Environmental and Resource Economics, Tenured**

**Education:** Harvard University, Public Policy (Major Field: Environmental and Resource Economics), Ph. D., 1999  
University of California, Los Angeles—Anderson Graduate School of Management, Management Science, M. S., 1990  
University of California, Davis, Mathematics/Computer Science and Economics, B. S. and B. A., 1985

**Academic Experience:** 2014- Present: Professor of Environmental and Resource Economics, Department of Agricultural Economics, Sociology, and Education, Pennsylvania State University

**Research/Teaching Specializations:** Climate change impacts and adaptation

**Overseas Experience:** China

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 1; **Sample Courses:** Computational Economics

**Number of Recent Publications: Journal Articles:** 16, **Reports:** 3; **Other Publications:** 1; **Sample Publications:** Davlasheridze, M., K. Fisher-Vanden, A. Klaiber, 2017, “The Effects of Adaptation Measures on Hurricane Induced Property Losses,” *Journal of Environmental Economics and Management*, 81:93-114; Zaveri, E., D. Grogan, K. Fisher-Vanden, S. Frolicking, R. Lammers, D. Wrenn, A. Prusevich, and R. Nicholas, 2016, “Invisible water, visible impact: groundwater use and Indian agriculture under climate change,” *Environmental Research Letters*, 11

**Recent Recognitions/Awards/Honors:** 2016-2021: Co-Principal Investigator and Co-Director, Cooperative Research Agreement, U. S. Department of Energy, Office of Science, “A Multi-Model, Multi-Scale Research Program in Stressors, Responses, and Coupled Dynamics at the Energy-Water-Land Nexus and for Concentrated, Interdependent Infrastructures: Toward Next Generation Capabilities in Integrated Impacts, Adaptation, and Vulnerability (I-IAV) Modeling and a Community of Practice,” \$20M

**Percentage of Time Dedicated to Area/International Studies:** 75

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Hinrichs, Clare: Professor of Rural Sociology, Tenured**

**Education:** Ph. D., Development Sociology, Cornell University, 1993

**Academic Experience:** Professor of Rural Sociology, Pennsylvania State University, University Park, PA (present).

**Research/Teaching Specializations:** Food systems, sustainable agriculture, agrarian change, sustainability.

**Overseas Experience:** n/a

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 3; **Sample Courses:** Sustainability: Frameworks, Theories, and Practice, Society and Natural Resources, Changing Food Systems

**Number of Recent Publications: Journal Articles:** 8; **Sample Publications:** Hinrichs, C. Clare. 2014. Transitions to sustainability: A change in thinking about food systems change? *Agriculture and Human Values* 31: 143-155; Hinrichs, C. Clare. 2013. Regionalizing food security? Imperatives, intersections and contestations in a post-9/11 world. *Journal of Rural Studies* 29: 7-18.

**Recent Recognitions/Awards/Honors:** n/a

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

### **Hunt, Carter: Assistant Professor of Recreation, Park, & Tourism Management, Tenure-Track**

**Education:** Ph. D., Texas A&M University, 2009, Recreation, Park, and Tourism Science; M. S., Texas A&M University, 2003; B. A. University of Kentucky, 1997

**Academic Experience:** Postdoctoral Fellow, Stanford University, 2009-2012; 2013- Present: Assistant Professor of Recreation, park, and Tourism Management

**Research/Teaching Specializations:** Tourism-supported biodiversity conservation and sustainable community development, impacts of tourism on both destination communities and on travelers, environmental anthropology, Latin America

**Overseas Experience:** Fiji, Tanzania, Costa Rica, Columbia, Ecuador, Nicaragua

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 7; **Sample Courses:** Sustainable Tourism and the Environment, People and Protected Areas

**Number of Recent Publications: Journal Articles:** 14 total, 1 in press; **Sample Publications:** Aghazamani, Y., & Hunt, C. A. (2017). Empowerment in tourism: A review of the literature. *Tourism Review International*, 21(4), 333-346; Ripple, W. J., Wolf, C., Newsome, T. M., Galetti, M., Alamgir, M., Crist, E., Mahmoud, M., Laurance, W. F., 15,364 scientist signatories from 184 countries; World Scientists' Warning to Humanity: A Second Notice. (2017). *BioScience*, bix125; Xue, L., Kerstetter, D., & Hunt, C. A. (2017). Tourism Development and Changing Rural Identity in China. *Annals of Tourism Research*, 66, 170-182.

**Recent Recognitions/Awards/Honors:** n/a

**Percentage of Time Dedicated to Area/International Studies:** 60

**Dissertations/Thesis Committees Past 5 Years:** n/a

### **Jacobson, Michael: Professor of Forest Resources, Tenured**

**Education:** Ph. D. in Forest Resources, North Carolina State University, Raleigh, NC (1997). Master of Environmental Management (M. E. M), Duke University, School of Forestry and Environmental Studies, Durham, NC (1990), B. A. in Economics University of Connecticut, Storrs, CT (1984)

**Academic Experience:** Professor, Department of Ecosystem Science and Management, Pennsylvania State University, PA (2012–present)

**Research/Teaching Specializations:** Agroforestry, Forest Economics and Finance, International Forestry

**Overseas Experience:** Austria, Bangladesh, Ethiopia, France, Guinea, Indonesia, Kazakhstan, Kenya, Malawi, Morocco, Mozambique, South Africa, Uganda, Ukraine, Tanzania, Zambia

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 3; **Sample Courses:** Forest Conservation and Economics, Agroforestry, Global Forest Conservation

**Number of Recent Publications: Journal Articles:** 9 total, 1 forthcoming; **Book Chapters:** 2; **Edited Books:** 1; **Sample Publications:** Jacobson, M. Y. Shr, F. Delemans, C. Magaju, R. Ciannella. 2018. Using a choice experiment approach to assess production tradeoffs for developing the croton value chain in Kenya. *Forest Policy and Economics* 86:76-85 De Stefano A., M. Jacobson . 2017. Soil carbon sequestration in agroforestry systems: a meta-analysis

Agroforest Systems. <https://doi.org/10.1007/s10457-017-0147-9>

**Recent Recognitions/Awards/Honors:** Carnegie Diaspora Fellowship awardee (2017 and 2018)

**Percentage of Time Dedicated to Area/International Studies:** 50

**Dissertations/Thesis Committees Past 5 Years:** 11

**Karsten, Heather: Associate Professor of Crop Production/Ecology, Tenured**

**Education:** Ph. D., 1996, Agronomy, Cornell University; M. S., 1992, Agronomy, Cornell University; B. S., 1989, Environmental Biology, Yale University

**Academic Experience:** 2003-present, Associate Professor, Department of Crop and Soil Sciences, The Pennsylvania State University; 1998-2003, Assistant Professor, Department of Agronomy, The Pennsylvania State University; 1996-1997, Post-doctoral Research Associate, Department of Plants, Soils, and Biometeorology, Utah State University, Logan, Utah; 1996, Teaching Assistant, University of California Education Abroad Program, Las Cruces, Biological Research Station, Costa Rica; 1992, Fulbright fellowship study and research at Massey University and Ag. Research Grasslands, Palmerston North, New Zealand

**Research/Teaching Specializations:** Agroecology, Conservation and Dairy Cropping systems, Soil and Nutrient Conservation, Perennials, Cover Crops, Pasture Ecology and Grazing Management

**Overseas Experience:** Costa Rica, New Zealand

**Foreign Language Competence:** n/a

**Area/International Studies Courses Taught:** 4; **Sample Courses:** Sustainable Agriculture Science and Policy, Principles and Practices of Organic Agriculture, Ecology of Agricultural Systems

**Number of Recent Publications: Journal Articles:** 5; **Sample Publications:** Snyder, E., Curran, W., Karsten, H., Malcolm, G., Duiker, S., & Hyde, J. (2016). Assessment of an Integrated Weed Management System in No-Till Soybean and Corn. *Weed Science*, 64(4), 712-726. doi:10. 1614/WS-D-16-00021. 1.

**Recent Recognitions/Awards/Honors:** n/a

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

**King, Brian: Associate Professor of Geography, Tenured**

**Education:** Ph. D. Geography with a Certificate in Development Studies, University of Colorado at Boulder; M. A. Geography, University of Colorado at Boulder, 1999; B. A. Environmental Studies with Honors, Bucknell University, 1995

**Academic Experience:** Associate Head, Resident Graduate Program; July 2017 – present Associate Professor, July 2012 – present

**Research/Teaching Specializations:** Development, Conservation, Southern Africa, Cultural and political ecology, Health, Livelihoods, Justice

**Overseas Experience:** South Africa, Ireland

**Foreign Language Competence:** Portuguese (3) and SiSwati (1)

**Number of Area Studies, International Studies, Language Courses Taught:** 5; **Sample Courses:** Human-Environment Seminar

**Number of Recent Publications: Books:** 1; **Journal Articles:** 2; **Book Chapters:** 3; **Encyclopedia Articles:** 2;

**Edited Books:** 1; **Sample Publications:** 2017 King, B. *States of Disease: Political Environments and Human Health*. Berkeley, CA: University of California Press. 2013 King, B., and K. A. Crews (editors). *Ecologies and Politics of Health*. London: Routledge Press. 2007 King, B. H., and B. McCusker (guest editors). Environment and development in the former South African bantustans. *The Geographical Journal* 173(1): 6-74.

**Recent Recognitions/Awards/Honors:** Recipient of the Julian Minghi Distinguished Book Award from the Political Geography specialty group of the American Association of Geographers for *States of Disease: Political Environments and Human Health*; National Academy of Sciences Kavli Frontiers of Science Fellow 2017; Recipient of the Wilson Award for Excellence in Undergraduate Teaching, 2015

**Percentage of Time Dedicated to Area/International Studies:** 85

**Dissertations/Thesis Committees Past 5 Years:** 4

**Keller, Klaus: Professor of Geosciences, Tenured**

**Education:** Princeton University: Ph. D. in Civil and Environmental Engineering, 2000 Princeton University: M. A. in Civil Engineering and Operations Research, 1998

**Academic Experience:** Professor of Geosciences, Penn State, 2015 – present Associate Professor of Geosciences, Penn State, July 2008 – 2015

**Research/Teaching Specializations:** Climate Change, Bayesian Inference, Decision-making under Uncertainty, Climate Risk Management

**Overseas Experience:** Germany

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** n/a

**Number of Recent Publications: Book Chapters:** 1; **Reports:** 3; **Journal Articles:** 46; **Sample Publications:**

Adler, M., D. Anthoff, V. Bosetti, G. Garner, K. Keller, and N. Treich: Priority for the Worse Off and the Social Cost of Carbon. *Nature Climate Change* (2017); Diaz, D., and K. Keller: A Potential Disintegration of the West Antarctic Ice Sheet: Implications for Economic Analyses of Climate Policy. *American Economic Review*, 106(5); Clarke, L., et al. (contributing author K. Keller): Assessing transformation pathways. Chapter six in the Intergovernmental Panel on Climate Change (IPCC) Fifth Assessment Report, Working group III: Mitigation of Climate Change. Cambridge University Press (2014)

**Recent Recognitions/Awards/Honors:** n/a

**Percentage of Time Dedicated to Area/International Studies:** 20

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Jensen, Leif: Distinguished Professor of Rural Sociology and Demography, Tenured**

**Education:** Doctor of Philosophy - Sociology, May, 1987; Master of Science - Sociology, December, 1982; Bachelor of Arts - Sociology, March, 1980.

**Academic Experience:** 2011- Distinguished Professor of Rural Sociology and Demography, Department of Agricultural Economics and Rural Sociology, Penn State University; 2003-2006 Director, Population Research Institute, Penn State University; 2000-present; Professor of Sociology (courtesy appointment), Department of Sociology, Penn State University; 2000-2011 Professor of Rural Sociology and Demography, Department of Agricultural Economics and Rural Sociology, Penn State University; 1997-2000 Associate Professor of Sociology (courtesy appointment), Department of Sociology, Penn State University; 1995-2000 Associate Professor of Rural Sociology, Department of Agricultural Economics and Rural Sociology, Penn State University

**Research/Teaching Specializations:** Demography, Social Stratification, International Development, Rural Sociology

**Overseas Experience:** Norway, Brazil, Scotland

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 8; **Sample Publications:** International Rural Social Change (The Sociology of Development), International Community and Economic Development

**Number of Recent Publications: Books:** 1; **Journal Articles:** 5; **Book Chapters:** 2; **Book Reviews:** 1; **Other Publications:** 1; **Works in Progress:** 7; **Sample Publications:** Jensen, Leif. 1989. *The New Immigration: Implications for Poverty and Public Assistance Utilization*. New York: Greenwood Press; Bailey, Conner, Leif Jensen and Elizabeth Ransom. 2014. *Rural America in a Globalizing World: Problems and Prospects for the 2010s*. Morgantown, WV: West Virginia University Press; Yang, Tse-Chuan and Leif Jensen. 2017. "Climatic conditions and human mortality: Spatial and regional variation in the United States." *Population and Environment*, forthcoming.

**Recent Recognitions/Awards/Honors:** Excellence in Advising Award, Office of Undergraduate Education, Penn State, 2016

**Percentage of Time Dedicated to Area/International Studies:** 75

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Lei, Zhen: Associate Professor of Energy and Environmental Economics, Tenured**

**Education:** Ph. D., 2009, Agricultural and Resource Economics, University of California, Berkeley; Ph. D., 2000, Pharmaceutical Sciences, Peking University Health Science Center, China; M. S., 1997, Chemistry, Shanghai Institute of Organic Chemistry, Chinese Academy of Sciences, China; B. S., 1993, Chemistry, Wuhan University, China

**Academic Experience:** 2015- present, Associate Professor of Energy and Environmental Economics (with tenure), Department of Energy and Mineral Engineering, the Pennsylvania State University; 2009-2015, Assistant Professor of Energy and Environmental Economics, Department of Energy and Mineral Engineering, the Pennsylvania State University; 2000-2003, Postdoctoral Researcher, Department of Nutritional Science and Toxicology, UC Berkeley

**Research/Teaching Specializations:** Science and Technology Policy, Economics of Innovation and Intellectual Property Right, Energy and Environmental Economics, Development Economics, Big Data and Data Analytics

**Overseas Experience:** China, Taiwan, South Korea, Spain

**Foreign Language Competence:** English (4), Chinese (5)

**Number of Area Studies, International Studies, Language Courses Taught:** 4; **Sample Courses:** Introduction to Energy and Earth Sciences Economics, Energy Economics

**Number of Recent Publications: Book Chapters:** 1; **Journal Articles:** 22 total, 2 forthcoming; **Patents:** 1; **Sample Publications:** Kyriakos Drivas, Zhen Lei and Brian Wright, "Academic Patent Licenses: Roadblocks or Signposts for Nonlicensee Cumulative Innovation?" *Journal of Economic Behavior & Organization*, 2017, 137, 282-303; Zhen Lei and Brian D. Wright, "Why Weak Patents? Testing the Examiner Ignorance. Hypothesis," *Journal of Public Economics*, 2017, 148, 43-56; Daniel R. Cahoy, Zhen Lei, Yuxi Meng and Seth Blumsack, "Global Patent Chokepoints," *Stanford Technology Law Review*, 2017, 20, 213-244

**Recent Recognitions/Awards/Honors:** National Science Foundation, Science of Science and Innovation Policy (SciSIP), Program Grant Reviewer; Weisheng Tian and Zhen Lei, 6,10-methylene-19-nor-4-ene-3-one steriodic compounds and their synthesis, *Chinese Patent, CN 97106575*. 6; National Science Foundation Grant (III, Information Integration and Informatics), "Learning Latent Representation of Heterogeneous Information Networks", CoPrinciple Investigator, \$499,635, 8/1/2017-7/31/2020.

**Percentage of Time Dedicated to Area/International Studies:** 30

**Dissertations/Thesis Committees Past 5 Years:** n/a

**McClure, Sarah: Associate Professor of Anthropology, Tenured**

**Education:** Ph. D. University of California, Santa Barbara, 2004; M. A. University of California, Santa Barbara, 1999; BA equivalent Albert-Ludwigs-Universität, Freiburg, Germany, 1997

**Academic Experience:** 2016-present: Associate Professor; Department of Anthropology, The Pennsylvania State University; 2011-present: Research Associate; National Museum of Natural History, Smithsonian Institution

**Research/Teaching Specializations:** Cultural transmission and emergence of social complexity, Faunal and ceramic analysis, including stable isotope and geochemical analyses, European and Mediterranean prehistory

**Overseas Experience:** Germany, Croatia, Spain, The Netherlands

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 6; **Sample Courses:** European Prehistory, First Farmers

**Number of Recent Publications: Journal Articles:** 19 total; **Book Chapters:** 4; **Peer-edited Contribution:** 4; **Sample Publications:** McClure, S. B., *Learning Technology: Cultural Inheritance and Neolithic Pottery Production in the Alcoi Basin, Alicante, Spain*. Oxford: British Archaeological Reports; Erlandson, J., McClure, S. B. (eds.), *10,000 Years of Shoes: Photographs by Brian Lanker*, University of Oregon Press

**Recent Recognitions/Awards/Honors:** 2016: Harry and Elissa Sichi Early Career Professor in Anthropology, College of Liberal Arts, The Pennsylvania State University

**Percentage of Time Dedicated to Area/International Studies:** 75

**Dissertations/Thesis Committees Past 5 Years:** 2

**Mann, Michael: Distinguished Professor of Atmospheric Science, Tenured**

**Education:** 1998 Ph. D. Yale University, Department of Geology & Geophysics (defended 1996) 1991 M. Phil. Yale University, Department of Physics 1991 M. S. Yale University, Department of Physics 1989 A. B. (double), University of California-Berkeley, Applied Math, Physics (Honors)

**Academic Experience:** 2013- Distinguished Prof. of Atmospheric Science, Penn State University 2009-13; Prof., Penn State University, Dept. of Meteorology [joint appts. in Dept. of Geosciences and Earth and Environmental Systems Institute (EESI)]; 2005-09 Assoc. Prof, Penn State University, Dept. of Meteorology [joint appts. in Dept. of Geosciences and EESI]; 2005-present, Director, Earth System Science Center (ESSC), Penn State University

**Research/Teaching Specializations:** Climate model/data comparisons, signal detection and change attribution, and modeling

**Overseas Experience:** Iceland, Canada, Austria, Ireland, China

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 6; **Sample Courses:** The Earth System and Global Change, Climate Change and Potential Societal Impacts

**Number of Recent Publications: Books:** 4 total, 1 in press; **Films and Documentaries:** 10, **Theatre:** 2; **Op-eds/Commentaries:** 89; **Letters:** 27; **Non-refereed Book Reviews:** 1; **Journal Articles:** 45; **Blog Posts:** 4; **Additional Reviewed and Edited Contributions:** 32; **Sample Publications:** Mann, M. E. and Toles, T., *The Madhouse Effect: How Climate Change Denial is Threatening our Planet, Destroying our Politics, and Driving us Crazy*, Columbia University Press (paperback edition with additional chapter) (in press); Herbert, M. and Mann, M. E., *The Tantrum That Save The World, World Saving Books*, 34 pp, 2018

**Recent Recognitions/Awards/Honors:** 2018 Award for Public Engagement with Science, American Association for the Advancement of Science (AAAS) 2018 Award for Public Engagement with Science, American Association for the Advancement of Science (AAAS) 2018 Elected Fellow of the Committee for Skeptical Inquiry, Center for Skeptical Inquiry 2017 Stephen H. Schneider Award for Outstanding Climate Science Communication, Climate One & The Commonwealth Club 2017 Citation for “Outstanding” book, the University Press Books Committee of the American Association of University Professors, for “The Madhouse Effect”

**Percentage of Time Dedicated to Area/International Studies:** 40

**Dissertations/Thesis Committees Past 5 Years:** 15

**Osofsky, Hari Michele: Distinguished Professor of Law; Professor of Geography and International Affairs, Non-Tenured**

**Education:** University of Oregon, Ph. D., Geography, June 2013; Yale Law School, J. D., June 1998; Yale College, B. A., magna cum laude, May 1993

**Academic Experience:** Dean, Penn State Law and School of International Affairs (2017–); Penn State Law Distinguished Prof. of Law; Prof. of International Affairs; Prof. of Geography (2017–); University of Minnesota Law School, Robins Kaplan Prof. (2013–17); University of Minnesota Law School, Assoc. Prof. (Tenure) (2010–13)

**Research/Teaching Specializations:** Addressing injustice in energy and climate change regulation

**Overseas Experience:** UK, Australia, Spain, Norway, China

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** n/a

**Number of Recent Publications: Books:** 2; **Edited Books:** 1 forthcoming; **Journal Articles:** 13, 1 forthcoming

**Book Chapters:** 3; **Symposium Articles:** 3; **Other Publications:** 6; **Sample Publications:** American Classics in International Law: International Environmental Law (Hari M. Osofsky ed.) (Edited Volume in American Classics of International Law Series, edited by W. Michael Reisman) (forthcoming 2018, Brill); Jacqueline Peel & Hari M. Osofsky, *Climate Change Litigation: Regulatory Pathways to Cleaner Energy?* (2015, Cambridge University Press);

**Recent Recognitions/Awards/Honors:** Australian Research Council Discovery Project Grant, Devising a Legal Blueprint for Corporate Energy Transition (with Jacqueline Peel and Brett McDonnell for \$293,052) (2017–19); Association for Law, Property, and Society’s Distinguished Service Award (2016); University of Minnesota Sara Evans Faculty Woman Scholar/Leader Award (2015); University of North Carolina, Center for Law, Environment, Adaptation & Resources (CLEAR) Scholar of the Month (November 2014)

**Percentage of Time Dedicated to Area/International Studies:** 50

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Patel-Campillo, Anouk: Assistant Professor of Rural Sociology, Department of Agricultural Economics, Tenure-Track**

**Education:** Cornell University, Ph. D. in City and Regional Planning, Cornell University; Master in Professional Studies in International Development, Cornell University; B. A. in Political Science and Spanish & Portuguese, University of California at Berkeley

**Academic Experience:** 2008-present: Assistant Professor of Rural Sociology, Department of Agricultural Economics, Sociology and Education, The Pennsylvania State University; 2014-2015; Rural Sociology Graduate Program Coordinator, Department of Agricultural Economics, Sociology and Education, The Pennsylvania State University; 2003-2005; Graduate Teaching Assistant, Department of City and Regional Planning, Cornell University

**Research/Teaching Specializations:** n/a

**Overseas Experience:** Cuba, Netherlands, Cambodia, Vietnam, Mexico

**Foreign Language Competence:** English (5); Spanish (5); Portuguese (3); French (2); Dutch (1)

**Number of Area Studies, International Studies, Language Courses Taught:** 4; **Sample Courses:** Comparative Community Development; International Rural Social Change, Exploring Community, Leadership and Reconciliation: Vietnam and Cambodia

**Number of Recent Publications: Journal Articles:** 2; **Book Chapters:** 2; **Sample Courses:** Sachs, C. and Anouk Patel-Campillo 2014. Feminist Food Justice: Crafting a New Vision *Feminist Studies* 40 (2) 1-14; Patel-Campillo, A. 2014. Stephen M. Smith, and Anne Delessio-Parson. Institutional Sedimentation: The Role of Regulatory Ambiguity and Institutional Footholds in Shaping Alcohol Governance in California and Pennsylvania. *Territory, Politics, Governance* 2(2) 135-149

**Recent Recognitions/Awards/Honors:** 2012. Co-PI Automation of Dormant Pruning of Specialty Crops; 2013 Graduate Division Dissertation Fellowship, University of California, Santa Barbara; 2013 Sociology Department Research Grant, University of California, Santa Barbara; 2012 Dean's Advancement Fellowship, University of California, Santa Barbara

**Percentage of Time Dedicated to Area/International Studies:** 75

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Post, Eric: Professor of Biology, Tenured**

**Education:** Ph. D., University of Alaska, Fairbanks, 1995; B. S., University of Minnesota, 1989

**Academic Experience:** National Science Foundation post-doctoral fellow, University of Oslo, Norway, 1998-2000; Norwegian Science Council post-doctoral fellow, University of Oslo, Norway, 1996-1998

**Research/Teaching Specializations:** Climate change and its effects on life history traits and population and community dynamics

**Overseas Experience:** Norway; Arctic Greenland; Denmark

**Foreign Language Competence:** Norwegian (4)

**Number of Area Studies, International Studies, Language Courses Taught:** n/a

**Number of Recent Publications: Journal Articles:** 13; **Books:** 1; **Edited Books:** 1; Post, E. 2013. *Ecology of climate change: the importance of biotic interactions*. Monographs in Population Biology, Princeton Univ. Press; Brodie, J. F., Post, E., & Doak, D. F. (eds.) *Wildlife Conservation in a Changing Climate*. University of Chicago Press.

**Recent Recognitions/Awards/Honors:** Faculty Scholar Medal for Outstanding Achievement in the Life and Health Sciences, Penn State University – 2012

**Percentage of Time Dedicated to Area/International Studies:** 75

**Dissertations/Thesis Committees Past 5 Years:** 5

**Richard, Tom L.: Professor of Agricultural and Biological Engineering; Director of Penn State Institutes for Energy and the Environment, Tenured**

**Education:** Ph. D. Biological Engineering, Cornell University, 1997; M. S. Agricultural Engineering, Cornell University, 1987; B. S. Political Economy of Natural Resources, University of California, Berkeley, 1978

**Academic Experience:** Professor, Department of Agricultural and Biological Engineering, Pennsylvania State University, State College, PA, 2011-present; Visiting Scholar, Energy Biosciences Institute, University of California Berkeley, Berkeley, CA, Fall 2014 (on sabbatical from Penn State University); Associate Professor, Department of Agricultural and Biological Engineering, Pennsylvania State University, State College, PA, 2004 – 2011; Associate Professor, Department of Agricultural and Biosystems Engineering, Iowa, State University, Ames, IA, 2003 - 2004.

**Research/Teaching Specializations:** Sustainable agriculture

**Overseas Experience:** the Netherlands, Korea

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 4; **Sample Courses:** Biomass Energy Systems; Transport Processes for Biological Processes

**Number of Recent Publications: Journal Articles:** 6; **Professional Papers:** 1; **Sample Publications:** Bukowski, N., J. L. Pandey, L. Doyle, T. L. Richard, C. T. Anderson and Y. Zhu. 2015. Development of a clickable designer monolignol for interrogation of lignification in plant cell walls. *Bioconjugate Chemistry*. In press; Richard, T. L. and P. G. Magalhães. 2011. Logistics—harvest, storage and transportation. Pages 69-81 in: *Biofuels: Reasonable Steps Towards a Renewable Energy Future*. M. J. Davis and T. R. Coser (eds.). Fulbright Commission, Sao Paulo, Brazil;

**Recent Recognitions/Awards/Honors:** Fellow, Institute of Biological Engineering (2008); Honorary Scientist, Korean Rural Development Administration (1996-2008) ASABE – Blue Ribbon Awards (1991, 1993, 2001, 2003, 2005) Iowa State University College of Agriculture Team Award (2002) AAAS – Science NetLinks On-line (2001) ASABE – Newcomer Engineer of the Year, Iowa Section (2001)

**Percentage of Time Dedicated to Area/International Studies:** 50

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Solevad Nielsen, Erik: Lecturer, Department of Sociology and Criminology, Non-Tenured**

**Education:** Ph. D. Sociology, 2014 University of California, Santa Barbara M. A. (Magna Cum Laude) Sociology, Spring 2006 University of Kansas B. A. Psychology and Sociology, 2004 Dana College

**Academic Experience:** 2015-Present Lecturer, Department of Sociology and Criminology, The Pennsylvania State University; 2014-2015 Visiting Assistant Professor, Department of Sociology, Sonoma State University; 2006-2007 Adjunct Professor, Department of Sociology, Johnson County Community College 2006 Adjunct Professor, Department of Sociology, Highland Community College

**Research/Teaching Specializations:** Political economy, environmental sociology, urban studies, ethnic conflict, genocide

**Overseas Experience:** Denmark, Canada

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 2; **Sample Courses:** Social Problems, Environmental Sociology

**Number of Recent Publications: Books:** 1; **Journal Articles:** 1; **Sample Publications:** Nielsen, Erik Solevad (2016) *Smart Growth Entrepreneurs: Partners in Urban Sustainability*. NY: Palgrave MacMillan; Nielsen, Erik Solevad. 2014. "Smart Growth Machines: The Ecological Modernization of Urban Political Economy," *Research in Urban Sociology: Sustainable Cities: Global Concerns/Urban Efforts*, 14: 169-190

**Recent Recognitions/Awards/Honors:** 2013 Graduate Division Dissertation Fellowship, University of California, Santa Barbara; 2013 Sociology Department Research Grant, University of California, Santa Barbara 2012 Dean's Advancement Fellowship, University of California, Santa Barbara 2011 Outstanding Young Alumnus Award, Dana College Alumni and Friends Association

**Percentage of Time Dedicated to Area/International Studies:** 50

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Sexsmith, Kathleen: Assistant Professor of Rural Sociology, Tenure-Track**

**Education:** Ph. D., Development Sociology, Cornell University (2017), MPhil, Development Studies, University of Oxford (2008), B. A., Economics, University of Manitoba (2005)

**Academic Experience:** Assistant Professor of Rural Sociology, Pennsylvania State University, University Park, PA (present)

**Research/Teaching Specializations:** Farm labor, Illegality, Gender and Migration, International Development, Voluntary Sustainability Initiatives in Agriculture, Gender and Sustainable Agriculture, Global Service-Learning.

**Overseas Experience:** Mexico, Canada, Puerto Rico, Italy, UK

**Foreign Language Competence:** Spanish

**Number of Area Studies, International Studies, Language Courses Taught: 1; Sample Courses:** Gender and Development (CED 420, Women in Developing Countries)

**Number of Recent Publications: Journal Articles: 3; Guest Edited Journals: 1, forthcoming; Book Chapters: 3 total, 1 forthcoming; Book Reviews: 1; Research Reports: 3; Other Publications: 2; Sample Publications:** 2017 “But We Can’t Call 9-1-1”: Undocumented Migrant Farmworkers and Access to Social Protection on New York Dairies.” Oxford Development Studies, Vol. 45, No. 1, pp. 96., 2016 “Exit, Voice, Constrained Loyalty, and Entrapment: Migrant Farmworkers and the Expression of Discontent on New York Dairy Farms.” Citizenship Studies, Vol. 20, No. 3-4, pp. 311., 2015

**Recent Recognitions/Awards/Honors:** 2015 American Sociological Association Spivack Program, Community Action Research Initiative, Project: *Dairy Farmworker Organizing in Upstate New York: Assessing Farmworker Empowerment, and Supporting WJCNY Campaigns for Change*; 2014 Sociological Initiatives Foundation (Co-investigator) Project: *Documenting Wage and Working Conditions of Immigrant Workers on New York Dairy Farms*; 2008 University of Oxford Eugene Havas Prize for best performance in MPhil in Development Studies program; 2005 University of Manitoba University Gold Medal for Highest Standing in the Faculty of Arts

**Percentage of Time Dedicated to Area/International Studies: 75**

**Dissertations/Thesis Committees Past 5 Years: n/a**

**Shrivastava, Paul: Chief Sustainability Officer, Penn State Director, Penn State's Sustainability Institute, Tenured**

**Education:** Bachelor's degree in Mechanical Engineering from the Maulana Azad National Institute of Technology, Bhopal, a Post Graduate Diploma in Management, (MBA) from the Indian Institute of Management Calcutta, Ph. D. from the University of Pittsburgh

**Academic Experience:** Chief Sustainability Officer of the Penn State Sustainability Institute, Pennsylvania State University, University Park, PA (present)

**Research/Teaching Specializations:** Using science and arts to develop transdisciplinary solutions to sustainability challenges

**Overseas Experience:** India, Canada

**Foreign Language Competence:** Hindi (5)

**Number of Area Studies, International Studies, Language Courses Taught: n/a**

**Number of Recent Publications: Books: 1; Journal Articles: 27 total, 1 forthcoming; Book Chapters: 4; Working Papers: 7; Sample Publications:** Shrivastava, P, and C. Cucuzella, “The art of regenerative regional development: Echigo Tsumari”. *Culture and Dialogue*, Sept 2016., Anik Bhaduri, Janos Bogardi, Afreen Siddiqi, Holm Voigt, Charles Vörösmarty, Claudia Pahl-Wostl, Stuart E Bunn, Paul Shrivastava, Richard Lawford, Stephen Foster, Hartwig Kremer, Fabrice Renaud, Antje Bruns, Vanesa Rodriguez Osuna, “Achieving Sustainable Development Goals from a Water Perspective”. *Frontiers in Environmental Science*, section *Freshwater Science*, September 2016.

**Recent Recognitions/Awards/Honors:** Fulbright Senior Scholar Award and IIM Calcutta Distinguished Alumni Award; AACSB 100 Influential Leaders 2015, Sustainability Champions Award, Concordia University, Montreal, 2014, Founder Award, ONE Division, Academy of Management, San Diego, 2005, Fulbright Senior Scholar Research Award, Japan, 1994, George and Edythe Heyman Fellowship, New York University, Gold Medal 1st Position, Mechanical Engineering, Bhopal University

**Percentage of Time Dedicated to Area/International Studies: 100**

**Dissertations/Thesis Committees Past 5 Years: n/a**

### **Thiede, Brian: Assistant Professor of Rural Sociology, Sociology, and Demography, Tenure-Track**

**Education:** Ph. D., 2014, Development Sociology, Cornell University; M. S., 2011, Development Sociology, Cornell University; B. A., 2007, International Relations, Bucknell University

**Academic Experience:** 2016-present, Assistant Professor, Department of Agricultural Economics, Sociology, and Education, The Pennsylvania State University; 2015-2016, Assistant Professor, Department of Sociology, Louisiana State University

**Research/Teaching Specializations:** Population and environment, International development  
Poverty and inequality, Migration

**Overseas Experience:** United Kingdom, Sweden

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 6; **Sample Courses:** Development Issues in the Global Context; Issues in Economic, Community, and Agricultural Development in Kenya

**Number of Recent Publications: Journal Articles:** 15 total, 1 forthcoming; **Book Chapters:** 7; **Other Publications:** 6; **Sample Publications:** Thiede, Brian C. 2017. "Resilience and Development Among Ultra-Poor Households in Rural Ethiopia. In Chandler, David and Jon Coaffe (Eds). *Routledge Handbook of International Resilience*. New York: Routledge. Thiede, Brian C., Scott R. Sanders, and Daniel T. Lichter. Forthcoming. "Born Poor? Racial Diversity, Inequality, and the American Pipeline." *Sociology of Race and Ethnicity*; Thiede, Brian C., Hyojung Kim, and Tim Slack. Forthcoming.

**Recent Recognitions/Awards/Honors:** Co-Chair, Population Research Interest Group, Rural Sociological Society

**Percentage of Time Dedicated to Area/International Studies:** 75

**Dissertations/Thesis Committees Past 5 Years:** 1

### **Zimmerer, Karl: Professor of Geography, Tenured**

**Education:** UC Berkeley (Ph. D 1988)

**Academic Experience:** Faculty member and chair of the Geography department at the University of Wisconsin-Madison (1990-2007), a member of the faculties of the School of Forestry and Environmental Studies and department of Anthropology at Yale University (2005), and the Geography department of the University of North Carolina in Chapel Hill (1988-1990)

**Research/Teaching Specializations:** Land use and agricultural change/global change; economic development/globalization/neoliberalism; nature-society and human-environment theory; environmental impacts (biodiversity/soils/water/conservation); food/producer-consumer networks/sustainability.

**Overseas Experience:** Latin America and Caribbean countries, especially Mexico, Columbia, Ecuador Brazil, Costa Rica, Peru, and Bolivia

**Foreign Language Competence:** Spanish

**Number of Area Studies, International Studies, Language Courses Taught:** 4; **Sample Courses:** GEOG 30: Geographic Perspectives on Sustainability and Human-Environment Systems; Human Use of Environment

**Number of Recent Publications: Edited Books:** 3; **Journal Articles:** 25; **Book Chapters:** 3; **Works Under Review:** 4; **Sample Publications:** "Environmental governance through 'Speaking Like an Indigenous State' and respatializing resources: Ethical livelihood concepts as versatility or verisimilitude?" *Geoforum* (forthcoming, fall 2013); 2013, Zimmerer, K. S. (2017). The political ecology and social ecology of energy. In *Handbook on the Geographies of Energy*, eds. Calvert, K. E., and B. D. Solomon. Cheltenham, UK: Edward Elgar.

**Recent Recognitions/Awards/Honors:** Faculty Scholar Award of The Pennsylvania State University for Outstanding Achievement in Social and Behavioral Sciences (2014); Alexander and Ilse Melamid Medal (for outstanding work on the dynamic relationships between human cultures and natural resources), American Geographical Society (AGS), 2013.

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

## **MIDDLE EAST AREA STUDIES FACULTY**

### **Bardhan, Soumia: Lecturer, Communication Arts and Sciences, Non-Tenured**

**Education:** Ph. D. Communication, University of New Mexico; M. A. Communication, University of Madras; B. A. English Literature with Honors, University of Calcutta

**Academic Experience:** Lecturer of Communication Arts and Sciences, Pennsylvania State University, University Park, PA (present)

**Research/Teaching Specializations:** Intercultural/international communication, rhetoric, and Islamic studies

**Overseas Experience:** Middle East

**Foreign Language Competence:** Arabic

**Language Pedagogy Training:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** n/a

**Number of Recent Publications: Journal Articles:** 4; **Book Chapters:** 1; **Encyclopedia Chapters:** 5; **Sample Publications:** González, A. and Bardhan, S. (2017). Rhetoric and Intercultural Communication. In *The International Encyclopedia of Intercultural Communication*, Y. Y. Kim (Ed.); doi:10. 1002/9781118783665. ieicc0066; Bardhan, S. and Wood, R. L. (2015), The Role of Culture and Technology in Civil Society Promotion in the Middle East: A Case Study Approach. *Digest of Middle East Studies*, 24: 111-138. doi:10. 1111/dome. 12061

**Recent Recognitions/Awards/Honors:** n/a

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

### **Safran, Nina: Associate Professor of History, Director of the Middle Eastern Studies Minor, Tenured**

**Education:** Ph. D. November 1994 History and Middle Eastern Studies Harvard University M. A. June 1987 Middle Eastern Studies Harvard University B. A. June 1983 Social Studies (magna cum laude) Harvard University

**Academic Experience:** Pennsylvania State University, 1996 – present Associate Head since July 1, 2012 Associate Professor since July 1, 2002

**Research/Teaching Specializations:** Islamic History, Medieval and Ancient History

**Overseas Experience:** Middle East

**Foreign Language Competence:** n/a

**Language Pedagogy Training:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 8; **Sample Courses:** Islamic Civilization c. 550-1258 (Writing Intensive); Survey of Middle Eastern History

**Number of Recent Publications: Books:** 1; **Journal Articles:** 1; **Sample Publications:** *Defining Boundaries in al-Andalus: Muslims, Christians, and Jews in Islamic Iberia* (Ithaca: Cornell University Press, 2013) “The Politics of Book Burning in al-Andalus,” *Journal of Medieval Iberian Studies* 6 (2014): 148- 168

**Recent Recognitions/Awards/Honors:** National Endowment for the Humanities Fellowship, July 2014- December 2014 for work on The Symbols and Politics of Almoravid Rule Institute for the Arts and Humanities (Penn State, College of the Liberal Arts and College of Art and Architecture) January 2014-July 2014 for work on The Symbols and Politics of Almoravid Rule

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Sternfeld, Lior: Assistant Professor of History and Jewish Studies, Tenure-Track**

**Education:** Ph. D. 2014, The University of Texas at Austin, M. A. 2008, Ben Gurion University (Israel), B. A. 2006, Ben Gurion University (Israel)

**Academic Experience:** 2015- Present: Assistant Professor in the Department of History, Penn State University, 2014-2015: Lecturer in the Department of Middle Eastern Studies, The University of Texas at Austin

**Research/Teaching Specializations:** Histories of Modern Iran and the Middle East, Jewish histories of the Middle East, and social movements in the Middle East

**Overseas Experience:** Israel, Turkey, Canada

**Foreign Language Competence:** Hebrew, Persian, Arabic

**Language Pedagogy Training:** Won 2010 Fellowship for Language Studies, The Society of Iranian American Women for Education

**Number of Area Studies, International Studies, Language Courses Taught: 4; Sample Courses:** Jewish Histories of the Middle East; History of Zionism

**Number of Recent Publications: Journal Articles:** 4 total, 1 forthcoming; **Translations:** 1 forthcoming; **Book Reviews:** 1; **Outreach Publications:** 5; **Sample Publications:** “Jewish-Iranian Identities in the Pahlavi Era.” *International Journal of Middle East Studies* 46:3, August 2014, 602-605, “The Revolution’s Forgotten Sons and Daughters.” *Iranian Studies* 47:6, November 2014, 857-869, “Iran Days” in Egypt: Mosaddeq’s Visit to Cairo in 1951.” *British Journal for Middle Eastern Studies*. (Accepted; Forthcoming in 2015)

**Recent Recognitions/Awards/Honors:** Dissertation Summer Fellowship, Department of History, University of Texas at Austin, Professional Development Award, Graduate School, University of Texas at Austin, Research Fellowship, Fred and Ellen Lewis JDC Archive Fellowship, Research Grant, Iran Heritage Foundation, Churchill Fellowship, British Studies Program, University of Texas at Austin

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Ziajka Stanton, Anna: Assistant Professor of Comparative Literature and Arabic Literature, Tenure-Track**

**Education:** Ph. D. in Middle Eastern Languages & Cultures, The University of Texas at Austin, 2016, B. A. in Arabic and English, Georgetown University, 2007

**Academic Experience:** Assistant Professor of Comparative Literature and Arabic Studies, Pennsylvania State University, University Park, PA (present)

**Research/Teaching Specializations:** Arabic language, literature, and culture, world literature, and translation theory.

**Overseas Experience:** Egypt

**Foreign Language Competence:** Arabic, Egyptian Colloquial Arabic (proficient), French (reading), Spanish (reading)

**Number of Area Studies, International Studies, Language Courses Taught: 5; Sample Courses:** Literature of Islam, Intro to World Literature

**Number of Recent Publications: Translated Books:** 1; **Journal Articles:** 2; **Sample Publications:** “A Whole Imaginary World: The Incomparable Fiction of Waguih Ghali” in the *Journal of Arabic Literature* (2015), The English translation of Lebanese author Hilal Chouman’s novel *Limbo Beirut* (2016).

**Recent Recognitions/Awards/Honors:** Foreign Language and Area Studies (FLAS) Fellowship, 2011–2012, Center for Arabic Study Abroad Full-Year Fellowship, 2010–2011

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

**ARABIC LANGUAGE FACULTY****Al Halabieh, Deena: Arabic Instructor, Non-Tenured**

**Education:** M. A., 2018, Comparative Literature, the Pennsylvania State University; B. A., 2015, Literature and Society, Al Quds Bard College

**Academic Experience:** 2016-2018, Arabic Instructor, the Pennsylvania State University; 2015-2016, Post Baccalaureate fellow, Al Quds Bard College

**Research/Teaching Specializations:** African American Literature and Criticism, 19<sup>th</sup> century Slave Narratives, Neo-Slave Narratives, Critical and Cultural Theory, Translation and Translation Studies, Arabic Literature and Language Pedagogy

**Overseas Experience:** Palestine

**Foreign Language Competence:** English and Arabic (5), Spanish (3)

**Language Pedagogy Training:** Penn State: StarTalk Arabic Academy: Professional Development Program Teachers Summer 2016

**Number of Area Studies, International Studies, Language Courses Taught:** 3; **Sample Courses:** Elementary Modern Standard Arabic 1 and 2, StarTalk Summer Arabic

**Number of Recent Publications:** n/a

**Recent Recognitions/Awards/Honors:** 2016-2017, Robert W. Graham Endowed Graduate Fellowship, 2016 Graduate Scholar Award

**Percentage of Time Dedicated to Area/International Studies:** n/a

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Alrawi, Noora: Arabic Instructor, Non-Tenured**

**Education:** Bachelors of Fine Arts, Purdue University, West Lafayette, IN

**Academic Experience:** Teaching Arabic at Penn State from 2011-present.

**Research/Teaching Specializations:** StarTalk Arabic Academy Teachers Program certificate.

**Overseas Experience:** n/a

**Foreign Language Competence:** English and Arabic (5)

**Language Pedagogy Training:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 4; **Sample Courses:** Elementary Modern Standard Arabic 1-2, Arab Language, Cultures, and Current Topics

**Number of Recent Publications:** n/a

**Recent Recognitions/Awards/Honors:** n/a

**Percentage of Time Dedicated to Area/International Studies:** 20

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Alrawi, Zaid: Arabic Instructor, Non-Tenured**

**Education:** Ph. D. candidate, present, Anthropology, the Pennsylvania State University, Masters of Arts in Anthropology December 2008 Stony Brook University Stony Brook, NY,; Bachelor of Arts in Archaeology, August 2003 University of Baghdad, Iraq

**Academic Experience:** June 2011-Present Department of Comparative Literature State College, PA, Instructor; November 2011-December 2011 College of Agricultural Science State College, PA, Translator; October 2009-Present World Monuments Fund Manhattan, NY, Consultant-Translator; June 2009- Present CBS News/60 Minutes Manhattan, NY, Translator; August 2008- Present Four Corners Media Brooklyn, NY; Translator; June 2008-August 2008 Linguistics Department Stony Brook, NY; Campus instructor; September 2007- May 2008 U. S. Arabic Distance Learning Network Bozeman, MT, Teacher Assistant and local instructor; June 2007- August 2007 Linguistics Department Stony Brook, NY, Arabic Campus instructor; September 2005- May 2006 U. S. Arabic Distance Learning Network Bozeman, MT, Teacher Assistant and local instructor

**Research/Teaching Specializations:** Landscape Archeology and GIS

**Overseas Experience:** n/a

**Foreign Language Competence:** Arabic (5)

**Language Pedagogy Training:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 4; **Sample Courses:** Intermediate Modern Standard Arabic, Elementary Modern Standard Arabic 1-2

**Number of Recent Publications:** n/a

**Recent Recognitions/Awards/Honors:** n/a

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Aly, Reham: Assistant Teaching Professor of Arabic, Non-Tenured**

**Education:** Ph. D., Art History The Pennsylvania State University; M. A., Egyptology, Cairo University. Egypt; B. A., In Egyptology, 1996, Cairo University, Egypt

**Academic Experience:** 2017-present, Assistant Teaching Professor of Arabic - Pennsylvania State University, Comparative Literature, 2010-2017, Arabic Instructor - Pennsylvania State University – Comparative Literature Department; 2008-2012, Teaching assistant - Pennsylvania State University - Art History Department; 2003-2006 Instructor - Cairo University, Fayoum Branch, School of Archaeology, Egyptology Department; 1995- 2003 Assistant Instructor - Cairo University, Fayoum Branch, School of Archaeology, Egyptology Department; Archaeological Field Work: 2008, Mendes, Delta of Egypt; summer excavation under the supervision of Professor Donald B. Redford; 2008 Edfu, Upper Egypt; excavation at the ancient site Hierakonopolis (Nekhen) under the supervision of Professor Elizabeth Walters; 1999-2000 The Supreme Council of Antiquates and Cairo University- Fayoum Branch

**Research/Teaching Specializations:** Egyptology, intersections between language and cultural instruction, curriculum development

**Overseas Experience:** Egypt

**Foreign Language Competence:** Arabic (5)

**Language Pedagogy Training:** Trained teachers for STARTALK Arabic Academy; 2018, OPI-training to become an ACTFL-certified proficiency tester; Conference Presentations - 2016-2018, American Council on the Teaching of Foreign Languages; 2013-2016, National Council of Less Commonly Taught Languages ; 2013 and 2015, STARTALK national conference (also exhibited at these conferences); Conference Attendance - 2014-2015, American Council on the Teaching of Foreign Languages

**Area/International Studies Courses Taught:** 4; **Sample Courses:** Intermediate Modern Standard Arabic, Elementary Modern Standard Arabic 1-2

**Number of Recent Publications:** n/a

**Distinctions/Awards:** 2006- 2008 Fellowship from Cairo University for Doctoral research in the USA, under directorship of Professor Gaballa Aly Gaballa (former head of the Faculty of Archaeology, Cairo University and former head of Egyptian Supreme Council of Antiquities) and with Professor D. B. Redford. 1999-2000 Selected to be archaeological field supervisor by Supreme Council of Antiquities Egypt to excavate and record the finds from a Public Greco-Roman Bath in the Fayoum, under the directorship of Abd El Halem Nour El Deen (former head of school of Archaeology)

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees last 5 years:** n/a

**Enab, Khaled A.: Arabic Instructor, Non-Tenured**

**Education:** The Pennsylvania State University, Doctor of Philosophy (Ph. D.) Petroleum and Natural Gas Engineering, (current); The Pennsylvania State University, Masters of Science (M. S.), Petroleum and Natural Gas Engineering, 08/2012; Thesis title: “Artificial Neural Network Based Design Tool for Dual Lateral Well Applications”; El- Menoufia University, Menoufia, Egypt, Bachelor of Science (B. S.), Chemistry, 5/2008

**Academic Experience:** 2013 – present, Instructor, Department of Comparative literature (Arabic Program); 2013, Graduate Teaching Assistant, Department of Comparative literature (Arabic Program); 2007, Undergraduate research, Organic Chemistry Laboratory; 2005 El-Menoufia University, Menoufia, Egypt

**Research/Teaching Specializations:** Energy and Petroleum Engineering

**Overseas Experience:** n/a

**Foreign Language Competence:** Arabic, English

**Number of Area Studies, International Studies, Language Courses Taught:** 4; Elementary Modern Standard Arabic 1-2; Arab Language, Cultures, and Current Topics

**Number of Recent Publications: Journal Articles:** 2; **Sample Publications:** Enab, K. (2014) “Artificial Neural Network Based Design for Dual Lateral Well Applications”. *Journal of Petroleum Science and Engineering*, ScienceDirect.

**Recent Recognitions/Awards/Honors:** member of Society of Petroleum Engineering

**Percentage of Time Dedicated to Area/International Studies:** 20

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Ghuloom, Rana: Arabic Instructor, Non-Tenured**

**Education:** M. A., 2018, Comparative Literature, the Pennsylvania State University; B. A., 2015, English Language and Literature, University of Bahrain; Exchange Student, 2012-2013, International Visiting Student Program, Washington University in St. Louis

**Academic Experience:** 2017-present, Arabic Language Primary Instructor, the Pennsylvania State University; 2017-present, Graduate Student Translator; 2016-2017, Arabic Language Teaching Assistant, the Pennsylvania State University; 2015-2016, English Teacher, Abdulrahman Kanoo International School, Bahrain; 2015-2016, Transcriber and Translator; Mawane, Bahrain

**Research/Teaching Specializations:** contemporary literature of the Middle East and North Africa, postcolonial studies, gender and sexuality studies, as well as African American literature.

**Overseas Experience:** Bahrain

**Foreign Language Competence:** Arabic (5), English (5), Farsi (4), French (3)

**Language Pedagogy Training:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 3; **Sample Courses:** Elementary Modern Standard Arabic 1 and 2, STARTALK Summer Arabic Instructor

**Number of Recent Publications:** n/a

**Recent Recognitions/Awards/Honors:** 2016-present, Fulbright Foreign Student Program, *AMIDEAST* – Awardee of the Fulbright Scholarship for the M. A. Degree; 2012-2013, Near East, South Asia, and Sub-Saharan Africa Undergraduate Exchange program (NESA UGRAD) – *Awardee of the NESA UGRAD Scholarship*

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

**CHINESE LANGUAGE FACULTY****Di, Chunyuan: Lecturer in Chinese, Non-Tenured**

**Education:** 2010 M. M., music composition, Arizona State University; 2005 Orff and Kodaly level 1 certifications, Arizona State University; 2004 B. M., music composition, University of Arizona; 1997 A. M. equivalent, instrumental accompaniment, The Academy of Traditional Chinese Opera (Zhongguo Xiqu Xueyuan), Beijing, China.

**Academic Experience:** 2007- present Lecturer in Chinese, Penn State University; 2005-2007 Teacher, P. S. Arts (LA Unified School District, Los Angeles)

**Research/Teaching Specializations:** n/a

**Overseas Experience:** China

**Foreign Language Competence:** Chinese (5); English (4)

**Number of Area Studies, International Studies, Language Courses Taught:** 5; **Sample Courses:** Level Two Chinese B, Level Three Chinese B

**Number of Recent Publications:** n/a

**Recent Recognitions/Awards/Honors:** n/a

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Feng, Ying: Lecturer in Chinese, Non-Tenured**

**Education:** M. A. Teaching Chinese as a Second Languages Middlebury College Middlebury, Vermont, (2014); M. A. Classical Chinese Literature University of Jinan Ji Nan, (2007)

**Academic Experience:** 2014 Aug – Present: Pennsylvania State University Lecturer in Chinese (non-Tenure-Track)

**Research/Teaching Specializations:** All level Chinese course at college level Flipped Teaching Business Chinese Film and Media Chinese Classical Chinese (Intermediate and Advance)

**Overseas Experience:** China

**Foreign Language Competence:** Chinese (5)

**Number of Area Studies, International Studies, Language Courses Taught:** 7; **Sample Courses:** Business Chinese, Chinese Through Film, Levels 1-3 Chinese A-B

**Number of Recent Publications:** n/a

**Recent Recognitions/Awards/Honors:** 2018 April: Cengage Learning Award for Innovative Excellence in the Teaching of Chinese as a Foreign Language award by The Chinese Language Teachers Association (CLTA).

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Long, Shuishui: Lecturer in Chinese, Non-Tenured**

**Education:** M. A., 2015, Teaching Chinese as a Foreign Language, The Kong Kong Polytechnic University; B. A., 2013, Chinese Language and Literature, Jilin University; B. A., 2011, Chinese Language and Literature/Teaching Chinese as a Foreign Language;

**Academic Experience:** 2017-present, Lecturer of Chinese in the Department of Asian Studies; 2017,

**Research/Teaching Specializations:** beginning, intermediate, and advanced level Chinese

**Overseas Experience:** China, Hong Kong

**Foreign Language Competence:** Chinese

**Language Pedagogy Training:** Attended 2018 Chinese Language Teachers' Association (CLTA) Annual Conference; Presented on behalf of Hsin-hsin Liang on the topic of "Creating a learning community by collaboration with native Chinese students" at ACTFL 2017; Attended The CLTA-WPA 2017 Autumn Symposium; Attended 2017 Institute of World Languages (IWL) Roundtable Series on The UVa Language Commons: a shared Resource for Language Learning & Teaching; Attended 2017 IWL Speaker Series; Co-presented with Tseng, Miao-fen and Zhu, Jie on the topic of "Three-stage Design and Implementation of a Thematic Unit: Why, how and what" at 2016 CLTA-VA Spring Workshop; 2016 - Served as the technology assistant for SIG of content-based Chinese Language Course Program; Attended 2016 American Council for Teachers of Foreign Languages (ACTFL); Attended 2016 IWL Symposium; Took part in EALLC Faculty Collaborative Learning Session: How to increase active participation with technology in foreign language learning

**Number of Area Studies, International Studies, Language Courses Taught:** 9; **Sample Courses:** Chinese Food Culture, Intensive Advanced Reading in Modern Chinese, Intermediate Chinese, Chinese Calligraphy

**Number of Recent Publications:** 1; **Sample Courses:** Co-authored with Miaofen Tseng "美国大学高年级华裔课程师生共建模式研究报告" (A Research Report on Co-Creation in Senior Grades in American Universities). The Journal of International Chinese Language Education. 2017, 5 (4), pp. 23-39.

**Recent Recognitions/Awards/Honors:** 2016-present, technology assistant for SIG of content-based Chinese Language Course Program created by Prof. Hsin-hsin Liang for the advanced courses

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Tan, Chang: Assistant Professor of Art History and Asian Studies, Tenure-Track**

**Education:** Ph. D., Comparative Literature and Art History, Univ. of Texas at Austin; M. A., Comparative Literature, Univ. of Texas at Austin; B. A., Economics and Chinese Language/Literature, Peking University, China

**Academic Experience:** 2014-present, Assistant Professor of Art History and Asian Studies, the Pennsylvania State University; 2008-2014, Assistant Professor, Harvey Mudd College; 2008, Visiting Adjunct Professor, Southwestern University

**Research/Teaching Specializations:** Chinese, East Asian and Southeast Asian art (20<sup>th</sup> and 21<sup>st</sup> century emphasis)

**Overseas Experience:** China, Canada

**Foreign Language Competence:** Chinese

**Language Pedagogy Training:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 3; **Sample Courses:** Asian Art and Architecture, Chinese Film and New Media

**Number of Recent Publications:** **Books:** 1 forthcoming; **Journal Articles:** 2; **Sample Publications:** Tan, C. *Copy, Borrow or Steal: Modes of Appropriation in Contemporary Chinese Art* (University of Washington Press, forthcoming). "Telling Global Stories, One at a Time: The Poetics and Politics of Exhibiting Asian Art" in *World Art*, Volume 5, Issue 2, 2015. 307-30.

**Recent Recognitions/Awards/Honors:** n/a

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Tan, Rose: Associate Teaching Professor of Chinese, Non-Tenured**

**Education:** Master of Philosophy, Chinese University of Hong Kong; Master of Arts, San Diego State University; Bachelor of Art, National Cheng Kung University, Taiwan

**Academic Experience:** 2018-present, Assoc. Teaching Prof. of Chinese, Penn State University; 2011-present, Coordinator, Asia Engagements, Office of the Vice Provost for Global Programs; 2018, Assistant Teaching Prof. of Chinese, Penn State University; 2008-2018, Senior Lecturer, Department of Asian Studies, The Penn State University; 2000-2009, Founder and Director, University of Richmond's Summer Study Abroad Program at Peking University; 1998-2008, Director, Chinese Language Program, Dept. of Modern Literatures & Cultures, University of Richmond

**Research/Teaching Specializations:** n/a

**Overseas Experience:** Taiwan, Hong Kong, Singapore, China

**Foreign Language Competence:** Native command of Mandarin Chinese (Putonghua), English, Malay, and five Chinese dialects: Cantonese, Hakka, Minnan, Cheo Chow and Fukien dialects

**Language Pedagogy Training:** Workshop/Conference Presentations – "The 1st. International Workshop on Advanced Learning Sciences (IWALS 2013)," Penn State University & National Taiwan Normal University. University Park, PA. (October 21, 2013 - October 22, 2013); Tan, L. Y. (Presenter Only). (November 2001). "Learning verb semantics and aspect markers in Chinese: An analysis of second language acquisition in the classroom setting," 2001 Chinese Language Teachers' Association Annual Meeting, Washington, D. C; Tan, L. Y. (April 2001). "The acquisition of Chinese aspect markers by English second language learners," Conference on Chinese Language Instruction: Materials and Pedagogy, Princeton University; Conference Attendance – the International Association of Chinese Linguistics 2013; ACTFL 2009-2012; 2000 International Conference on Chinese Linguistics & International Symposium on Chinese Language

**Number of Area Studies, International Studies, Language Courses Taught:** Level One Chinese A, Level Three Chinese A, Level Three Chinese B

**Number of Recent Publications: Book Chapters:** Tan, L. Y. (2008). 红楼飞雪The Red Mansion Covered with Snow. In Y. S. Li & H. W. Xia (Eds.), *My Date with Peking University* (pp. Pages 275-277). Beijing: Other. Invited. Peer-reviewed/refereed.

**Recent Recognitions/Awards/Honors:** Lifetime Honorary Member of Kappa Delta Pi, International Honor Society for Educators; 2009, Faculty who have been instrumental to the academic achievement of first year students, 2008/2009 Cambridge Who's Who among Executives, Professionals and Entrepreneurs;

**Percentage of Time Dedicated to Area/International Studies:** 100 (50% teaching Chinese courses; 50% overseeing PSU's strategic partnerships in Asia)

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Wan, Fang: Lecturer in Chinese, Non-Tenured**

**Education:** 2010: Master of Science in Finance and Investment, University of Essex, UK; 2007: Bachelor of Arts in Business and English, Jilin University, China

**Academic Experience:** 2011-Present: Lecturer in Chinese, the Pennsylvania State University;; 2007. 01-2007. 04 Research Assistant (internship), Red Pagoda Concepts, LLC, USA; 2001, 09-2001; 12 English instructor (part-time), Beijing Wangfujing English Training School, China; 2000, 10-2001; 01 Teaching Internship, Jilin University, China; 2010, 04-2011; 08 Administrative Assistant, University of Essex, UK; 2003, 03-2006; 07 Procurement Specialist, IA Municipal & Environmental Engineering Co., China

**Research/Teaching Specializations:** n/a

**Overseas Experience:** UK, China

**Foreign Language Competence:** Mandarin (5); English (4); Spanish (1)

**Language Pedagogy Training:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 4; **Sample Courses:** Level One Chinese A-B

**Number of Recent Publications:** n/a

**Recent Recognitions/Awards/Honors:** n/a

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Wang, Ben Pin-Yun: Lecturer in Chinese, Interim Program Coordinator, Non-Tenured**

**Education:** 2011 – Present: Dual-title Ph. D. Candidate in Applied Linguistics and Asian Studies, The Pennsylvania State University; 2009- M. A in Linguistics, National Taiwan University; 2005- B. A. in Foreign Languages and Literatures, National Taiwan University

**Academic Experience:** 2017 – Present: Lecturer in Chinese and Interim Coordinator of the Chinese Program, The Pennsylvania State University

**Research/Teaching Specializations:** cognitive-functional linguistics and text/discourse analysis as well as their applications to language pedagogy

**Overseas Experience:** Taiwan

**Foreign Language Competence:** Mandarin Chinese (5)

**Number of Area Studies, International Studies, Language Courses Taught:** 11; **Sample Courses:** Masterpieces of Traditional Chinese Literature, Chinese Film, Business Chinese

**Number of Recent Publications:** Lu, Xiaofei and Wang, Ben Pin-Yun. 2017. Towards a metaphor-annotated corpus of Mandarin Chinese. *Language Resources and Evaluation* 51(3), 663-694; Wang, Ben Pin-Yun and Su, Lily I-wen. 2015. On the principled polysemy of –*kai* in Chinese resultative verbs. *Chinese Language and Discourse* 6(1), 2-27.

**Recent Recognitions/Awards/Honors:** Second Place Winner, Research Poster Option, Arts & Humanities Division, Graduate Exhibition, The Pennsylvania State University

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Yu, Jia: Lecturer in Chinese, Non-Tenured**

**Education:** Ph. D candidate in Educational Psychology, College of Education, The Pennsylvania State University; M. A., Applied Linguistics, Ohio University, August 2010 Certificate, Computer Assisted Language Learning, Ohio University, August 2010; B. A., Teaching Chinese as a Second Language, Beijing Language and Culture University, July 2008

**Academic Experience:** Lecturer, Chinese Program, The Pennsylvania State University September, 2010-present

**Research/Teaching Specializations:** teaching Chinese as a foreign language, Chinese linguistics, L2 learner's identity and CALL

**Overseas Experience:** China

**Foreign Language Competence:** Chinese (5)

**Language Pedagogy Training:** member of Chinese Language Teacher's Association

**Number of Area Studies, International Studies, Language Courses Taught:** All levels of Chinese language classes

**Number of Recent Publications:** Yu, J. (2015). Business Chinese for advanced learners. In J. Trace, T. Hudson, & J. D. Brown, *Developing Courses in Languages for Specific Purposes* (pp. 129–142) (NetWork #69) [PDF document]. Honolulu: University of Hawai'i; Sun, Y., Yu, J. & Gao, F. (2013). In Ron McBride & Michael Searson (Eds.), "Shared Video Media: A New Environment to Support Peer Feedback in Second Language Learning." *Proceedings of Society for Information Technology & Teacher Education International Conference* 2013. pp. 1746-1751. Chesapeake, VA.

**Recent Recognitions/Awards/Honors:** Faculty Marshal, The Asian Studies Department (selected by Student Marshal) The Pennsylvania State University May 2014 and May 2015

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

## CHINESE AREA STUDIES FACULTY

### **Atwill, David G.: Associate Professor of History, Tenured**

**Education:** Ph. D., University of Hawai'i, 1999, M. A., University of Hawai'i, 1994, BA, Whitman College, 1989

**Academic Experience:** 2009 – present Associate Professor of History, Department of History, Pennsylvania State University, 2010 – 2017 Director of Graduate Studies, Department of History, Pennsylvania State University, 2015

**Research/Teaching Specializations:** Late Imperial and Republican era China, Tibetan Muslims, Ethnographic History, Transnational and Transregional History, Chinese Borderlands

**Overseas Experience:** India, China, Germany, Taiwan, Mongolia, France, UK

**Foreign Language Competence:** Chinese

**Number of Area Studies, International Studies, Language Courses Taught:** 7; **Sample Publications:** Modern East Asia, Tibet: People, Places, and Spaces

**Number of Recent Publications:** **Books:** 2 total, 1 forthcoming and 1 under contract; **Journal Articles:** 2; **Book Reviews:** 3 total, 1 forthcoming; **Sample Publications:** Lin Zexu: *Imperial China in a Globalizing World*. Oxford University Press. [Under Contract], *Himalayan Asia & the Tibetan Muslims: Inter-Asian Relations and Lhasa's Muslim Communities, 1600-1960*, University of California Press [Forthcoming], "Boundaries of Belonging: Sino-Indian Relations and the 1960 Tibetan Muslim Incident," *Journal of Asian Studies* 75(3) August 2016.

**Recent Recognitions/Awards/Honors:** Graduate School Alumni Society Graduate Program Chair Leadership Award, Fulbright Scholar Research Award – People's Republic of China, Kent Forster Memorial Junior Faculty Award (Penn State)

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** 1

### **Backer, Larry: W. Richard and Mary Eshelman Faculty Scholar, Professor of Law and International Affairs, Tenured**

**Education:** J. D., Columbia University, M. P. P., Harvard University, B. A., Brandeis University

**Academic Experience:** Simon and Hallsworth Visiting Professor, University of Manchester, Alliance Business School, Manchester, U. K. (2017-2018); Visiting Scholar, Department of Business Law and Taxation, Monash Business School, Melbourne Australia (8-15 August 2017); Tulane University Law School, New Orleans, Louisiana; Visiting Professor of Law, AYr 2007-2008, Pennsylvania State University, Dickinson School of Law Carlisle, Pennsylvania; Visiting Professor of Law (2000-2001)

**Research/Teaching Specializations:** Regulation of multinational corporations, sovereign wealth funds, transnational constitutionalism, and the convergence of public and private law. He researches issues of governments as private actors in global markets, the development of law and social norm systems to regulate business and human rights.

**Overseas Experience:** UK, Australia, Turkey, Spain, Brazil, Italy, Ireland, Argentina, Slovakia, Denmark, Hong Kong, China

**Foreign Language Competence:** Spanish

**Number of Area Studies, International Studies, Language Courses Taught:** 3; **Sample Courses:** Corporations; Multinational Corporations; and Actors, Institutions and Legal Frameworks in International Law

**Number of Recent Publications:** **Books:** 3 total, 1 forthcoming; **Edited Books:** 1; **Contributions to Edited Volumes:** 15 total, 2 forthcoming; **Sample Publications:** *Elements of Law and the United States Legal System* (Carolina Academic Press (forthcoming 2017)); **Journal Articles:** 29 total, 5 forthcoming; **Electronic Publications:** 9; **Book Reviews:** 1; **Sample Publications:** *Law and Religion: Cases, Materials, and Readings* (3rd ed., West Academic Publishing, 2015) (with Frank S. Ravitch). *Teacher's Manual to Law and Religion: Cases, Materials, and Readings*, (3rd ed; West Academic Publishing 2015)(with Frank S. Ravitch).

**Recent Recognitions/Awards/Honors:** Schreyer Honors College Distinguished Honors Faculty in Law, Pennsylvania State University, Friend of the Commonwealth Award, Committee on Institutional Cooperation (CIC)

**Percentage of Time Dedicated to Area/International Studies:** 50

**Dissertations/Thesis Committees Past 5 Years:** 5

**Baldanza, Kathlene: Assistant Professor of History and Asian Studies, Tenure-Track**

**Education:** Ph. D., University of Pennsylvania, 2010, M. A., University of Pennsylvania, 2004, BA, Bryn Mawr College, 2001

**Academic Experience:** Assistant Professor of History and Asian Studies, Pennsylvania State University, 2011-present, Visiting Assistant Professor of History, Skidmore College, 2010-2011

**Research/Teaching Specializations:** How miasmic diseases contributed to the outcome of military campaigns, to settlement patterns, and to cultural and medical understandings of tropical disease; Print culture in pre-colonial Vietnam

**Overseas Experience:** China, Taiwan, Southeast Asia

**Foreign Language Competence:** Chinese

**Number of Area Studies, International Studies, Language Courses Taught:** 4; **Sample Publications:** The Rise of Modern Southeast Asia, Global Taiwan, Gender and Sexuality in Modern China

**Number of Recent Publications: Books:** 2, 1 under contract; **Guest Edited Journals:** 1; **Journal Articles:** 3 total, 1 forthcoming; **Book Chapters:** 2; **Book Reviews:** 5 total, 2 forthcoming; **Sample Publications:** *Ming China and Vietnam: Negotiating Borders in Early Modern Asia* (forthcoming Cambridge University Press). Columbia University's "Studies of the Weatherhead East Asia Institute" series., "De-Civilizing Ming China's Southern Border: Vietnam as Lost Province or Barbarian Culture," in Jeff McClain and Yongtao Du, editors, *Chinese History in Geographical Perspective*, Lexington Books, 2013.

**Recent Recognitions/Awards/Honors:** Fulbright IIE Award for research at Academia Sinica, Taiwan (2008), University of Pennsylvania School of Arts and Sciences award for excellence in graduate student teaching; Center for Teaching and Learning Fellow for Teaching Excellence, University of Pennsylvania, 2006-07

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Brindley, Erica: Professor of Asian Studies, History and Philosophy, Tenured**

**Education:** Ph. D., Princeton University, 2002, BA, Princeton University, 1993

**Academic Experience:** Professor, Penn State University, Department of Asian Studies and History, Associate Professor, Penn State University, Department of Asian Studies and History, Associate Professor, Penn State University, Department of History, Asian Studies, and Religious Studies Program

**Research/Teaching Specializations:** Ethnicity, cross-cultural interactions, frontier history; empire-building and colonial interventions; concepts of the self and body; concepts of creativity, moral psychology, and autonomy

**Overseas Experience:** Germany, Taiwan, Singapore, Canada

**Foreign Language Competence:** Mandarin Chinese, Classical Chinese, German: (5); Conversational Speaking Ability: Japanese, French: (3); Vietnamese, Taiwanese, Classical Greek, Hawaiian, Spanish: (2)

**Number of Area Studies, International Studies, Language Courses Taught:** 10; **Sample Courses:** Pre-modern Chinese History through 1800, Religions of the East: Survey, Silk Roads and Maritime Highways

**Number of Recent Publications: Books:** 1; **Special Edited Volumes:** 5; **Journal Articles:** 5; **Book Chapters:** 1; Translations: 1; Commentaries: 1; Book Reviews: 2; **Sample Publications:** *Ancient China and the Yue: Perceptions and Identities on the Southern Frontier, c. 400 BCE - 50 CE*. Cambridge University Press, 2015, *Music, Cosmology, and the Politics of Harmony in Early China*. State University of New York Press, 2012, *Individualism in Early China: Human Agency and the Self in Thought and Politics*. University of Hawaii Press, 2010

**Recent Recognitions/Awards/Honors:** International Convention of Asian Scholars (ICAS) Book Award for *Music, Cosmology, and the Politics of Harmony*: "Reading Committee Accolade: Specialist Publication in the Humanities," 2013, Kent Forster Memorial Junior Faculty Award, Pennsylvania State University, Spring, 2008

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** 1

**Hsia, Ronnie: Edwin Erle Sparks Professor of History, Tenured**

**Education:** Ph. D., Yale University, 1982, MPhil, Yale University, 1980, M. A., Yale University, 1979, M. A., Harvard University, 1978, BA, Swarthmore College, 1977

**Academic Experience:** November 2010 Distinguished Visiting Professor of History, Nanjing University, May 2010 Visiting Professor of History, Fudan University, Shanghai, April-May 2004 Distinguished Visiting Professor of History, National Chengchi University, Taiwan, July 2001- Edwin Erle Sparks Professor of History, Pennsylvania State University

**Research/Teaching Specializations:** History of the Protestant Reformation, Catholic Renewal, anti-Semitism, and the encounter between Europe and Asia

**Overseas Experience:** Taiwan, Germany, China, Australia

**Foreign Language Competence:** Latin, Greek, German, French, Italian, Dutch, Spanish, Portuguese, Chinese.

**Number of Area Studies, International Studies, Language Courses Taught:** 3; **Sample Courses:** Renaissance and Reformation, The Catholic World 1540-1770

**Number of Recent Publications: Books:** 2 total, 1 in progress; **Edited Books:** 3 total, 2 forthcoming; **Journal Articles:** 15 total, 3 forthcoming; **Media Articles/Interviews:** 2; **Sample Publications:** “One Hundred Years of Scholarship on Catholic Missions in the Early Modern World,” in 101:2 (2015) Centennial Issue of *The Catholic Historical Review*, 223-41., “Christianity in Europe and Overseas,” in Sanjay Subrahmayam and Merry E. Wiesner, eds., *The Cambridge World History. Volume VI: The Construction of a Global World, 1400-1800 CE*, Cambridge: Cambridge University Press, 2015, pp. 334-57.

**Recent Recognitions/Awards/Honors:** May 2015 College of the Liberal Arts’ Class of 1933 Distinction in the Humanities Award; May 2015 Ziqiang Professor, University of Shanghai, Feb. -June 2015, Sin Wai-Kin Distinguished Visiting Professorship in Humanities, Hong Kong University; Jan. 2013- Dec 2015 Changjiang Visiting Professor, Fudan University, Shanghai; June-July 2013 Käte Hamburger Fellow, Ruhr University, Bochum, Germany

**Percentage of Time Dedicated to Area/International Studies:** 75

**Dissertations/Thesis Committees Past 5 Years:** 1

**Hui, Elaine: Assistant Professor of Labor and Employment Relations and Asian Studies, Tenure-Track**

**Education:** Ph. D., Summa cum laude, University of Kassel, Germany, 2014. M. A., Global Labor University (University of Kassel & Berlin School of Economics and Law), Germany, 2009. MPhil, Chinese University of Hong Kong, 2004 BA, The Chinese University of Hong Kong, 2002

**Academic Experience:** Assistant Professor, School of Labor and Employment Relations, Pennsylvania State University (January 2016 – Present)

**Research/Teaching Specializations:** State, industrial relations, laws, worker collective actions, civil society and social welfare system in China

**Overseas Experience:** Germany, China, South Africa, London, Japan, Switzerland

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 2; **Sample Courses:** Comparative Employment Relations; Labor and Employment Relations in China in Comparative Perspective

**Number of Recent Publications: Journal Articles:** 7; **Books:** 1; **Book Chapters:** 2; **Book Reviews:** 1; **Sample Courses:** Chan, C. K. C., & Hui, E. S. I. (2017). Bringing Class Struggles Back: A Marxian analysis of the state and class relations in China. *Globalizations*, 14(2), 232-244. The influence of Overseas Business Associations on Law-making in China: A Case Study. *The China Quarterly* (225), 145-168.

**Recent Recognitions/Awards/Honors:** Citation of Excellence award, Emerald Group Publishing Limited (2015)

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Lu, Xiaofei: Associate Professor of Applied Linguistics and Asian Studies, Tenured**

**Education:** Ph. D., Linguistics, The Ohio State University, M. A., English Language, National University of Singapore, B. A., English, Nankai University, China

**Academic Experience:** Department of Applied Linguistics, The Pennsylvania State University, University Park, PA Associate Professor of Applied Linguistics (2012-present) and Asian Studies (2014-present)

**Research/Teaching Specializations:** Corpus Linguistics, Computational linguistics, Intelligent Computer-assisted Language Learning

**Overseas Experience:** China, France, Taiwan, Singapore

**Foreign Language Competence:** Chinese

**Language Pedagogy Training:** Member, International Advisory Board, China English for Academic Purposes Association (CEAPA), 2017-present, Co-chair, Special Interest Group in Intelligent Computer-Assisted Language Learning of the Computer, Assisted Language Instruction Consortium (ICALL SIG of CALICO), 2008-2009; Workshop Presentations: August 2015 CALPER Summer Workshop Series for Language Educators, University Park, PA, "Using GOLD to Track Learner Development" (Co-presented with James P. Lantolf); June 2014 CALPER Summer Workshop Series for Language Educators, University Park, PA, "Vocabulary Teaching and Learning" (Co-presented 'with Gabriela Appel); July 2012 CALPER Summer Workshop Series for Language Educators, University Park, PA, Compiling and Analyzing Your Own Learner Corpus"

**Number of Area Studies, International Studies, Language Courses Taught: 10; Sample Courses:** Seminar in Applied Corpus Linguistics, Technology in Foreign Language **Education:** An Overview

**Number of Recent Publications: Edited Books:** 2 total, 1 under review; **Journal Articles:** 27 total, 3 forthcoming, 6 in progress; **Chapters in Edited Volumes and Encyclopedias:** 10; **Book Reviews:** 2; **Sample Publications:** Automatic analysis of thematic structure in written English. *International Journal of Corpus Linguistics*, 20(1), 82-102., Poehner, M. E., Zhang, J., & Lu, X. (2015). Computerized Dynamic Assessment (C-DA): Diagnosing L2 development according to learner responsiveness to mediation. *Language Testing*, 32(3), 337-357.

**Recent Recognitions/Awards/Honors:** Most Cited Journal of Second Language Writing Articles Published Since 2013, 2018 Outstanding Reviewer, Journal of English for Academic Purposes

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** 2

**Merkel-Hess, Katherine: Associate Professor of History, Tenured**

**Education:** Ph. D., University of California, Irvine, 2009, BA, Yale University, 1999.

**Academic Experience:** 2017 – Present Associate Professor of History, The Pennsylvania State University, University Park, Pennsylvania 2010 – 2017, Assistant Professor of History and Asian Studies, The Pennsylvania State University, University Park, Pennsylvania

**Research/Teaching Specializations:** Modern China

**Overseas Experience:** China

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught: 8; Sample Publications:** World History, 1500-Present, What is Asia?, History of Modern East Asia, The Pacific War

**Number of Recent Publications: Books:** 1; **Journal Articles:** 2; **Book Chapters:** 2; **Book Reviews:** 6; **Other Publications:** 4; **Sample Publications:** With Jeffrey N. Wasserstrom, "The Tiananmen Protests and Their Aftermath, 1989- 1999," in *The Oxford Illustrated History of Modern China*, ed. Jeffrey N. Wasserstrom. (Oxford: Oxford University Press, 2016) Kate Merkel-Hess 2 "The Public Health of Village Private Life: Reform and Resistance in Early Twentieth Century China," *Journal of Social History*, 49. 4 (Summer 2016): 881-903.

**Recent Recognitions/Awards/Honors:** National Endowment for the Humanities Fellowship, 2017-18; National Endowment for the Humanities Summer Stipend, 2016; Mellon/aCLS Recent Doctoral Recipients Fellowship, 2009-2010

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** 6

**Ng, On-cho: Professor of History, Asian Studies and Philosophy and Department Head, Asian Studies, Tenured**

**Education:** Ph. D., University of Hawaii, 1986, MPhil, University of Hong Kong, 1981, BA, University of Hong Kong, 1975

**Academic Experience:** 1986-1989: Assistant Professor, University of California, Riverside; 1989-1995: Associate Professor, Penn State University; "Gongyang exegesis," International Symposium on the "Formation and Interpretation of Classic Works in Modern China," June 14-16, 2012, Hong Kong Polytechnic University

**Research/Teaching Specializations:** Intellectual history of Late Imperial China, from sixteenth to early nineteenth century; Confucian and comparative hermeneutics; Confucian religiosity; Chinese historiography.

**Overseas Experience:** China, Taiwan, Hong Kong

**Foreign Language Competence:** Chinese

**Number of Area Studies, International Studies, Language Courses Taught:** 4; **Sample Courses:** The History of Traditional East Asia, Chinese Society and Culture to 1800, History of Chinese Thought.

**Number of Recent Publications: Translated Books:** 1; **Manuscripts in Progress:** 4; **Book Chapters:** 7 total, 1 forthcoming; **Journal Articles:** 1 forthcoming; **Non-refereed Essays:** 1 forthcoming; **Book Reviews:** 3; **Sample Publications:** "Private Historical Writing in Late Imperial China." In Daniel Woolf, Jose Rabasa, Edoardo Tortarolo, and Masayuki Sato, eds., *The Oxford History of Historical Writing*, Vol. 3. Oxford and London: Oxford University Press, 2012. Pp. 60-79; "Li Guangdi and the Philosophy of Human Nature." In John Makeham, ed., *Dao Companion to Neo-Confucian Philosophy*. Dordrecht and New York: Springer Publishing, 2010. Pp. 381-398; Philosophy of the Yi: Unity and Dialectics. Co-edited with Chung-ying Cheng. *Journal Supplement Series to the Journal of Chinese Philosophy*. London: Wiley-Blackwell, 2009.

**Recent Recognitions/Awards/Honors:** Co-editor of book series, 'History of Chinese Thought,' National University of Taiwan Press (2009 - present); Associate Editor and Book Review Editor of the Journal of Chinese Philosophy (2001 - present)

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** 2

**Purdy, Daniel: Professor of German Studies, Tenured**

**Education:** B. A. in German and Philosophy, Wake Forest University, 1985; Cornell University where in 1992, Ph. D. In German Studies

**Academic Experience:** "Berlin and the Anxious Disavowal of Beijing Modernism: Architectural Polemics within Globalization" Oct. 31, 2011, Penn State University; "Empathy and Architecture—ten years after 9/11," Columbia University, NY, October 6, 2011; "Market and Media in der europäischen Stadt: City Planning and the Public Sphere," Cornell University, April 30, 2011

**Research/Teaching Specializations:** Enlightenment; Romanticism; German orientalism; architectural aesthetics.

**Overseas Experience:** Germany, China

**Foreign Language Competence:** German

**Number of Area Studies, International Studies, Language Courses Taught:** 7; **Sample Courses:** Frankfurt School, German Film, German Culture and Civilization

**Number of Recent Publications: Journal Articles:** 4; **Sample Publications:** "West-östliche Divan and the "Abduction/Seduction of Europe" --World Literature and the Circulation of Culture," *Goethe Yearbook* 22 (2014). "Goethe, Rémusat and the Chinese novel: Translation and the Circulation of World Literature," *German Literature as World Literature*, ed. Thomas O. Beebe (London: Bloomsbury Publishers, 2014)

**Recent Recognitions/Awards/Honors:** Editor for the Goethe Yearbook

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Smits, Gregory: Professor of History and Asian Studies, Tenured**

**Education:** Ph. D., University of Southern California, 1992, M. A., University of Hawai'i at Manoa, 1987, BA, University of Florida, 1983

**Academic Experience:** Director of Graduate Studies, Department of History, 2017-present, Director of Undergraduate Studies, Asian Studies, 2008-2010, Director of Undergraduate Studies, Department of History, 2001-2004

**Research/Teaching Specializations:** East Asian intellectual history

**Overseas Experience:** Canada, Germany, China, Japan, Austria

**Foreign Language Competence:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 4; **Sample Courses:** Japan in the Age of Warriors, World History 2, Modern Japan

**Number of Recent Publications:** **Books:** 3 total, 1 forthcoming; **Book Chapters:** 4; **Journal Articles:** 2; **Book Reviews:** 4; **Sample Courses:** "Probabilistic Earthquake Hazard Maps. " In Kären Wigen, Sugimoto Fumiko, and Cary Karacas, eds., *Cartographic Japan: A History in Maps*, University of Chicago Press, 2016, 226-229., "Rethinking Ryukyu." *International Journal of Okinawan Studies*, 6. 10 (December, 2015): 1-19

**Recent Recognitions/Awards/Honors:** Florence Liu Macaulay Distinguished Lecturer, University of Hawai'i, April 2007; Institute for the Arts and Humanities Individual Grant, Penn State University, 2004. Forster Award, Department of History, 2000

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Volland, Nicolai: Assistant Professor in Asian Studies and Comparative Literature, Tenure-Track**

**Education:** 2001-2004, University of Heidelberg, Germany: Ph. D candidate in Chinese Studies; 1997-2001, University of Heidelberg, Germany: M. A. program in Chinese Studies and Political Science; 1995-1997, Shandong University, Jin'an, PRC: Chinese Language Training Programme; 1993-1995, University of Munich, Germany: student of Chinese, Japanese, and Political Science

**Academic Experience:** 2008-2014, Assistant Professor, National University of Singapore; 2007-2008, Visiting Fellow, National University of Singapore; 2005-2007, Distinguished Postdoctoral Fellow, Academia Sinica, Taiwan; 2004-2005 Content Manager, Digital Archive of Chinese Studies (DACHS); 2004-2005 Research Associate and Lecturer, Institute of Chinese Studies, University of Heidelberg; 2003-2004, Assistant Professor at the Institute of Chinese Studies, University of Heidelberg

**Research/Teaching Specializations:** Modern Chinese Literature and Culture; Transnational Cultural Flows and Cosmopolitanism; Print Culture and Publishing in Modern China

**Overseas Experience:** Germany, Hong Kong, China, Taiwan

**Foreign Language Competence:** German, Mandarin

**Number of Area Studies, International Studies, Language Courses Taught:** 5; **Sample Publications:** Introduction to Chinese Literature and Culture, Chinese Film and New Media

**Number of Recent Publications:** *Cold War Cosmopolitanism: China's Cultural Encounter with the Socialist World, 1949-1960*; "Soviet Spaceships in Socialist China: Reading Soviet Popular Literature in the 1950's," *Modern Chinese Studies*.

**Recent Recognitions/Awards/Honors:** n/a

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** 2

**Yang, Hsiao-Hui: Assistant Teaching Professor of Asian Studies, Non-Tenured**

**Education:** Ph. D., 2011, Department of Education, Curriculum and Instruction, Language and Literacy, the Pennsylvania State University; M. A, 2005, Children's Literature, National Taitung University; B. Ed, 1997, Language Education, National Chiayi University

**Academic Experience:** 2011-present, Assistant Teaching Professor of Asian Studies, the Pennsylvania State University; 2006, Instructor of Children's Literature Course, Tainan Community University; 2000-2006, Elementary School Teaching, Elementary School Teacher, Tainan Municipal Gongyuan Elementary School

**Research/Teaching Specializations:** n/a

**Overseas Experience:** Taiwan, Finland

**Foreign Language Competence:** Chinese

**Number of Area Studies, International Studies, Language Courses Taught:** 1; **Sample Courses:** What is Asia?

**Number of Recent Publications:** n/a

**Recent Recognitions/Awards/Honors:** 1998, Curriculum Integration Training

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

**You, Xiaoye: Associate Professor of English and Asian Studies, Tenured**

**Education:** Ph. D. Purdue University, West Lafayette, IN, 2005, M. A. Northwestern Polytechnic University, Xi'an, Shaanxi, P. R. China, 1998, B. A. Gannan Teachers' College, Ganzhou, Jiangxi, P. R. China, 1995.

**Academic Experience:** Associate Professor (July 2011–present), Departments of English (75%) and Asian Studies (25%), Penn State University, University Park, PA; Honors Adviser, 2015-2019 Yunshan Chair Professor (June 2014–July 2019), Faculty of English Language and Culture, Guangdong University of Foreign Studies, Guangzhou, China

**Research/Teaching Specializations:** History of rhetoric and composition theories and practice

**Overseas Experience:** China, Japan, Singapore, Indonesia

**Foreign Language Competence:** Chinese

**Number of Area Studies, International Studies, Language Courses Taught:** 13; **Sample Courses:** Asian Rhetorics, Chinese Rhetorical Tradition, Ethnic Rhetorics, World Englishes in Literature and Education

**Number of Recent Publications:** **Books:** 3 total, 1 forthcoming; **Book Chapters:** 4; **Book Reviews:** 2; **Journal Articles:** 9; **Sample Publications:** *Transnational Writing Education: Theory, History, and Practice*. Edited volume, contracted for the Routledge ESL/Applied Linguistics Professional Series, scheduled for release in 2018. *Inventing the World Grant University: Chinese International Students' Mobilities, Literacies, and Identities*. Logan, UT: Utah State University Press, 2017. x + 280 pp. (with Steven Fraiberg and Xiqiao Wang)

**Recent Recognitions/Awards/Honors:** CCCC Research Impact Award for Cosmopolitan English and Transliteracy (SIU Press), 2018, Graduate Faculty Teaching Award, Guangdong University of Foreign Studies, Guangzhou, China, 2015, 2017, Faculty Marshal, College of the Liberal Arts, Penn State University, 2012, 2016.

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** 14

**Yu, Ning: Professor of Applied Linguistics and Asian Studies, Tenured****Education:** Ph. D. University of Arizona, 1996; M. A. Central China Normal University, 1987**Academic Experience:** Professor of Applied Linguistics and Asian Studies, Penn State University, 2011-present**Research/Teaching Specializations:** Language, Culture, and Cognition, Cognitive Semantics, Cognitive Approach to Metaphor Studies**Overseas Experience:** China**Foreign Language Competence:** Chinese**Number of Area Studies, International Studies, Language Courses Taught:** 4; **Sample Courses:** Language, Culture, and Social Interaction; Figurative Language and Cognition,**Number of Recent Publications: Journal Articles:** 5; **Book Chapters:** 6; **Sample Publications:** Ning Yu and Ben Pin-Yun Wang. 2018. Cognitive linguistics approaches to Chinese second language acquisition. In Chuanren Ke (ed.), *The Routledge Handbook of Chinese Second Language Acquisition*, 31-47. London and New York: Routledge Taylor & Francis Group, Ning Yu. 2017. Metaphor and Metaphorical language. In Rint Sybesma et al. (eds.), *Encyclopedia of Chinese Language and Linguistics*, vol. 3, pp. 3-8. Leiden, The Netherlands**Recent Recognitions/Awards/Honors:** Co-editor, book series "Cognitive Linguistic Studies in Cultural Contexts" (Amsterdam: John Benjamins), Co-editor, *International Journal of Chinese Linguistics***Percentage of Time Dedicated to Area/International Studies:** 50**Dissertations/Thesis Committees Past 5 Years:** 4**Zhu, Boliang: Assistant Professor, Tenure-Track****Education:** Columbia University, New York, N. Y. Ph. D. in Political Science 2012, Yale University, New Haven, C. T. M. A. in East Asian Studies 2005, Peking University, Beijing, China B. A. in International Politics & Economics (Dual Degrees) 2003**Academic Experience:** The Pennsylvania State University 08/2012–Present Assistant Professor, Departments of Political Science & Asian Studies, Princeton University 09/2013–06/2014 Associate Visiting Scholar, Niehaus Center for Globalization and Governance, Woodrow Wilson School, Harvard University 01/2012–07/2012 Postdoctoral Fellow, the Princeton-Harvard China and the World Program**Research/Teaching Specializations:** Foreign Direct Investment, Multinational Corporations, Corruption, Public Opinion on Globalization, Survey Experiments, China, East Asia**Overseas Experience:** China**Foreign Language Competence:** Chinese**Number of Area Studies, International Studies, Language Courses Taught:** 3; **Sample Courses:** International Political Economy, The Political Economy of China**Number of Recent Publications: Books:** 2 in progress; **Working Papers:** 4; **Journal Articles:** 6 total, 1 in progress; **Papers Under Review:** 6; **Works in Progress:** 2; **Sample Publications:** 2018. "The Face of Internet Recruitment: Evaluating the Labor Markets of Online Crowdsourcing Platforms in China." *Research & Politics* 5 (1): 1–8 (with Xiaojun Li & Weiyi Shi), 2017. "MNCs, Rents, and Corruption: Evidence from China." *American Journal of Political Science* 61 (1): 84–99, 2016. "Fortune or Evil? The Effect of Inward Foreign Direct Investment on Corruption." *International Studies Quarterly* 60 (4): 693–705**Recent Recognitions/Awards/Honors:** Career Development Award, Center for Global Studies, Penn State University 2013, Chiang Ching-kuo Foundation Dissertation Fellowship 2011–2012**Percentage of Time Dedicated to Area/International Studies:** 75**Dissertations/Thesis Committees Past 5 Years:** 4

## RUSSIAN LANGUAGE FACULTY

### **Mikaelian, Irina: Teaching Professor in Russian, Non-Tenured**

**Education:** Ph. D. (Russian and General Linguistics) University of Provence, France, 2002; DEA (M. A. Equivalent, Russian and General Linguistics) University of Provence, B. A. equivalent (Romance Philosophy, French and Italian) Moscow State University, 1982

**Academic Experience:** 2017 – present, Teaching Professor in Russian, Penn State University; 2015, Invited Professor, University of Nice, France; 2015, Visiting Professor and Guest Lecturer, University of Nice, France; 2014 – present, Director of Russian Undergraduate Program at Penn State; 2012 – 2017, Senior Lecturer in Russian, Penn State University

**Research/Teaching Specializations:** Linguistics, Second Language Acquisition (Russian)

**Overseas Experience:** Russia, France, Italy, Canada, Spain, Estonia, Armenia, Germany

**Foreign Language Competence:** Russian (5), French and Italian (4), Spanish and Polish (3)

**Language Pedagogy Training:** 2000-2002: Member of a Joint International Research Program: the Aspect Potential of the Russian Verb; Presentations - Russian Discourse Constructions *chego dobrogo, togo I gljadi, ne roven chas*, Based on Corpora Date, AATSEEL Annual Conference 2017; On the Aspectual Status of Conative Pairs in Russian: Why SEARCH cannot mean “FIND,” International Conference “Dialogue”. Moscow, June 2016

**Area/International Studies Courses Taught:** 10; **Sample Courses:** Intermediate Russian, Russian Culture and Civilization, Heritage Russian 1, Linguistic Analysis of Contemporary Russian

**Number of Recent Publications: Books:** 1; **Journal Articles:** 2; **Sample Publications:** *Russkaja aspektologija: Vzaschitu vidovoj pary* (Russian Aspectology: In Defense of Aspectual Pairs); (2015) Co-authored with Anna A. Zalizniak and A. D. Shmelev, *Jazyki Slavjanskoj Kul'tury*, Moscow, 392 p; with Zalizniak, Anna A.

**Recent Recognitions/Awards/Honors:** 2008 – present, Organizer and host of the Russian Film Series for the Department of German and Slavic Languages and Literatures

**Percentage of Time Dedicated to Area/International Studies Courses:** 100

**Dissertations/Theses Supervised Last 5 Years:** 3

### **Naydan, Michael: Professor, Germanic and Slavic Languages and Literatures, Tenured**

**Education:** Ph. D (Slavic Languages) Columbia University, 1984; M. Phil. (Slavic Languages) Columbia University, 1980; M. A. (Russian Studies) American University, 1975; B. A. (Russian) American University, 1973

**Academic Experience:** 2007 – present, Woskob Family Professor of Ukrainian Studies, Penn State University

**Research/Teaching Specializations:** literary translation; Ukrainian and Russian poetry; contemporary Ukrainian literature; Slavic women writers

**Overseas Experience:** Ukraine

**Foreign Language Competence:** Russian

**Language Pedagogy Training:** Curriculum Development Grant, New Jersey Department of Higher Education (1987-8), Video in the 2nd and 3rd -year Russian Language Program, “A Demonstration of Audio Conferencing in International Education.”

**Area/International Studies Courses Taught:** RUS 1: Elementary Russian 1, UKR 100: Ukrainian Culture and Civilization

**Number of Recent Publications: Books:** Co-translated – 8 total, 2 forthcoming; Translated – 9; Authored – 3; **Edited Books:** 3; **Edited Journal Special Issue:** 1; **Non-refereed Articles:** 5; **Co-translated Children’s Books:** 10; **Other Publications:** 6; **Translations:** In Books and Anthologies – 2 forthcoming; In Periodicals – 10; **Sample Publications:** *Sim znakiv leva*. Marianna Prokopovych, trans. Lviv: Piramida Publishers, 2017; The edition includes an introduction and notes by me. 131 pages; *From Gogol to Andrukhovych: Selected Literary Essays (in Ukrainian)*. Lviv: Piramida Publishers, 2017. in the Private Collection Series and edited by Vasyl Gabor. A selection of my literary essays on Ukrainian topics translated into Ukrainian. 225 pages

**Recent Recognitions/Awards/Honors:** George S. N. Luckyi Award in Ukrainian Literature Translation, 2013

**Percentage of Time Dedicated to Area/International Studies Courses:** 100

**Dissertations/Theses Supervised Last 5 Years:** 2

**Shapiro, Alexandra: Lecturer in Russian, Non-Tenured**

**Education:** Middlebury College, VT (June 2016 – July 2016), Moscow State Regional University Ph. D., Maxim Gorky Literary Institute, Moscow (August 2013 – July 2015), Bolshoi Ballet Academy, Moscow, Russia (October 2009 – 2011)

**Academic Experience:** Pennsylvania State University, State College, PA, Adjunct Lecturer of Russian, Russian Culture and Civilization (online)

**Research/Teaching Specializations:** Comparative Russian/ American Literature XX century; Teaching: ESL and Beginner Russian

**Overseas Experience:** Russia

**Foreign Language Competence:** Russian: native, English: near-native, C2 (European Language portfolio), French: advanced reading, intermediate speaking, B2 (European Language portfolio), Spanish: beginner A2

**Language Pedagogy Training:** Participated in STARTALK Summer Institute: Proficiency-based Pedagogy For Teachers of Russian

**Number of Area Studies, International Studies, Language Courses Taught:** 3; **Sample Courses:** Russian Culture and Civilization, Russian I and II

**Number of Recent Publications: Journal Articles:** 4; **Articles in Anthologies:** 2; **Sample Publications:** Shapiro, A. “Hanri Bergson and Vladimir Nabokov’s Concept of Memory” [Kontsept pamati v ponimanii Anri Bergsona I Vladimira Nabokova], [Zvuk I Otvuk. Obzor Kriticheskoy Misli o Tvorchestve Vladimira Nabokova]. *Moscow City Psychological-Pedagogical University “Language and Text”* Shapiro, A. “Ada or Ardor: time and space in V. Nabokov’s art” [Ada ili radosti strasti: funktsii vremeni I prostranstva v tvorchestve V. Nabokova], *Peoples’ Friendship University of Russia* # 3.

**Recent Recognitions/Awards/Honors:** n/a

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Zotova, Yelena: Lecturer in Russian, Non-Tenured**

**Education:** Ph. D. (Russian Language and Literature) University of Illinois at Chicago, 2014; M. A. /BA (Russian, Slavic Studies) University of Illinois at Chicago

**Academic Experience:** 2014 – present, Lecturer in Russian, Penn State University

**Research/Teaching Specializations:** Literature; second language acquisition (Russian)

**Overseas Experience:** Russia, Ukraine

**Foreign Language Competence:** Russian (5), English and Ukrainian (4), Belorussian, Polish, Czech, Spanish, and German (3)

**Language Pedagogy Training:** Full ACTFL OPI Tester Certificate in Russian, 2014-2018; Took part in numerous pedagogy workshops and seminars at Indiana University, Bloomington, Indiana, between 2010-2017; also attended workshops and guest lectures on foreign language pedagogy and bilingualism at the University of Illinois at Chicago in 2013

**Number of Area Studies, International Studies, Language Courses Taught:** 7; **Sample Courses:** Russian for Heritage Speakers, Russian Culture and Civilization, Advanced Russian Conversation and Composition.

**Number of Recent Publications: Works in Progress:** 1; **Original Poetry:** 1; Rtsy Art [Рцы арт: Original poetry selection in Russian]. In: Zhurnal’nyi zal: Interpoezia. Ed. by Andrei Gritsman Vol 3, 2015; Rtsy Art [Рцы арт: Original poetry selection in Russian]. In: Zhurnal’nyi zal: Interpoezia. Ed. by Andrei Gritsman Vol 3, 2015.

**Recent Recognitions/Awards/Honors:** 2018: Linda Ivanits Award for Inspiring Students to Major in German or Russian; 2016: Department of Germanic and Slavic Languages and Literatures Award for Extraordinary Service; 2010: Recognition Certificate, 17th International Student, Postgraduate, and Young Scientist Conference “Lomonosov,” Moscow State University, Moscow, Russia

**Percentage of Time Dedicated to Area/International Studies Courses:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

## **RUSSIAN AREA STUDIES FACULTY**

**Wanner, Catherine: Professor of History, Anthropology and Religious Studies; Barry Director of the Paterno Fellows Program, Tenured**

**Education:** 1996: Ph. D. Cultural Anthropology, Columbia University; 1990: M. A. Cultural Anthropology, Columbia University; 1983-84: Ethnology, Universität Zürich; 198: B. A. International Studies, Franklin & Marshall College

**Academic Experience:** 2013-Present: Barry Director of the Paterno Fellows Honors Program, College of the Liberal Arts, Penn State University; 2011-Present: Department of History, Penn State University, Professor

**Research/Teaching Specializations:** Religion, Secularization, Migration, Diaspora Studies, Nationalism; Ukraine, Eastern Europe and the former Soviet Union

**Overseas Experience:** Ukraine, Russia, France, Germany, the Netherlands

**Foreign Language Competence:** Russian (5), French (4)

**Number of Area Studies, International Studies, Language Courses Taught:** 14; **Sample Courses:** Beginning and Intermediate Russian, Readings in Russian, Russian Literature in Translation, 1870 to Present

**Number of Recent Publications: Books:** 2 total, 1 in progress; **Book Chapters:** 2; **Journal Articles:** 7 total, 1 forthcoming; *The Bilingual Muse: Self-Translation among Russian Poets*. Evanston, IL: Northwestern University Press, forthcoming; "Poems and Problems: Vladimir Nabokov's Dilemma of Poetic Self-Translation." *Slavic and East European Journal*, 61, no. 1 (Spring 2017), pp. 70-91.

**Recent Recognitions/Awards/Honors:** Swiss National Science Foundation Research Grants (2011-2014) and (2015-2018), William C. Douglass Best Book Award, American Anthropological Association (2008).

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

## **KOREAN LANGUAGE FACULTY**

**Huh, Sorin: Associate Teaching Professor, Coordinator of Korean Language Program, Non-Tenured**

**Education:** Ph. D. (Korean Language and Linguistics), University of Hawaii at Manoa

**Academic Experience:** 2012 – present, Coordinator of Korean Language Program and Senior Lecturer, Penn State University

**Research/Teaching Specializations:** Korean Language

**Overseas Experience:** Korea

**Foreign Language Competence:** Korean (5)

**Number of Area Studies, International Studies, Language Courses Taught:** 4; **Sample Courses:** Level 3 Korean A and B

**Number of Recent Publications:** n/a

**Recent Recognitions/Awards/Honors:** n/a

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Kim, Lan: Assistant Teaching Professor of Korean, Non-Tenured**

**Education:** Ph. D. in Linguistics (2014), University of Delaware, Newark, Delaware; M. A. in Linguistics (2008), Simon Fraser University, Burnaby, Canada; B. A. in English Linguistics and Literature, Chung-ang University, Seoul, Korea

**Academic Experience:** September 2017 – Present: Assistant Teaching Professor, Korean Program, Department of Asian Studies, Pennsylvania State University, University Park, PA. USA; August 2015 to August 2017: Full-time Lecturer, Korean Program, Department of Asian Studies, Pennsylvania State University, University Park, PA. USA.

**Research/Teaching Specializations:** Korean Linguistics, Language Acquisition, Language Teaching and Pedagogy

**Overseas Experience:** Korea, Belgium, Canada, Kazakhstan

**Foreign Language Competence:** Korean: (5), English: (4), Japanese, Basque, Thai, Khmer, Vietnamese: (3)

**Number of Area Studies, International Studies, Language Courses Taught:** 4; **Sample Courses:** Level 1-2 Korean A

**Number of Recent Publications: Journal Articles:** 6 total, 2 under revision: 2018. With Benjamin Bruening and Xuyen Dinh. Selection, Idioms, and the Structure of Nominal Phrases with and without Classifiers. *Glossa: A Journal of General Linguistics*. Available at <https://www.glossa-journal.org/articles/10.5334/gjgl.288/>; 2017. With Satoshi Tomioka. The Give-type Benefactive Constructions in Korean and Japanese. *Journal of East Asian Linguistics*. Available at <https://link.springer.com/article/10.1007/s10831-017-9158-9>

**Recent Recognitions/Awards/Honors:** 2017: Penn State Faculty Travel Funding for Professional Development, Penn State University

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Kim, Ok-sim: Assistant Teaching Professor of Korean, Non-Tenured**

**Education:** Ph. D. in Korean Language and Linguistics 2012 – 2018; University of Hawai'i at Manoa M. A. in Japanese Language and Linguistics 2001 – 2007; University of Hawai'i at Manoa B. A. in Japanese Language and Linguistics 1997 – 2001

**Academic Experience:** Assistant Teaching Professor of Korean Penn State University Full time 2017-Present

**Research/teaching specializations:** n/a

**Overseas Experience:** Japan

**Foreign Language Competency:** Korean

**Language Pedagogy Training:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 5; **Sample Courses:** Level 1 Japanese A and B, Level 2 Korean A and B

**Number of Recent Publications: Journal Articles:** n/a

**Recent Recognitions/Awards/Honors:** The Korean Ministry of Education Award 2016

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees in the Past 5 Years:** n/a

**Son, Jeonghye: Assistant Teaching Professor, Asian Studies, Non-Tenured**

**Education:** Ph. D. (Korean Sociolinguistics), University of British Columbia; M. A. (Korean Sociolinguistics), University of British Columbia; M. A. (Korean Linguistics), Tokyo University of Foreign Studies.

**Academic Experience:** Assistant Teaching Professor, Asian Studies, Pennsylvania State University, University Park, PA (present)

**Research/Teaching Specializations:** Korean Language Education as a Second Language and Heritage Language; Minority Language Maintenance, Language Ideologies, and Identities; Multilingual and Multicultural Education and Policy in Korea

**Overseas Experience:** Japan

**Foreign Language Competence:** Korean (5)

**Language Pedagogy Training:** “(Re)producing, Co-constructing, and Challenging Language Ideologies: Language Socialization in a Korean Ethnic School in Japan”: Conference of the American Association for Applied Linguistics, 2017; “Zainichi Korean Parents’ Choice of School in Japan: For Children’s Future or to Save Family’s Face?”: The Japan Studies Association Conference, 2017; 2 “Creating Diaspora through Affiliation and Disaffiliation: Language; Socialization at Chongryun (Pro-North Korean) Schools in Japan”: Association for Asian Studies Annual Conference, 2015

**Number of Area Studies, International Studies, Language Courses Taught:** 3; **Sample Courses:** Level 1 Korean A and B, Level Two Korean B

**Number of Recent Publications:** Translations: 1 forthcoming; **Sample Publications:** English translations of Japanese and Korean studies related to linguistic modernization and language policy during Japan’s colonial rule of Korea. In R. King & D. Pieper (Eds.), *Language and colonialism in Korea: Research from Korea and Japan*.

**Recent Recognitions/Awards/Honors:** n/a

**Percentage of Time Dedicated to Area/International Studies Courses:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

## **KOREAN AREA STUDIES FACULTY**

**Strauss, Susan: Associate Professor of Applied Linguistics and Asian Studies, Tenured**

**Education:** Ph. D. in Applied Linguistics—UCLA, M. A. in Teaching English as a Second Language—UCLA, BA French —Cal State University

**Academic Experience:** 2005 – current: The Pennsylvania State University, Associate Professor of Applied Linguistics and Asian Studies

**Research/Teaching Specializations:** Linguistics

**Overseas Experience:** Mexico, Guatemala, El Salvador, Costa Rica, France, Spain, Italy, Malta, Turkey, Greece, Israel, Switzerland, Germany, Ethiopia, France, Japan, South Korea

**Foreign Language Competence:** French (4), Spanish (4), German (3), Japanese (3)

**Number of Area Studies, International Studies, Language Courses Taught:** 5; **Sample Courses:** Discourse Analysis, Linguistic Anthropology, What are Asian Languages?

**Number of Recent Publications:** **Books:** 2; **Journal Articles:** 3 total, 1 forthcoming; **Sample Publications:** *Grammar, Meaning, and Concepts: A Guidebook for Teachers of English*, Susan Strauss, Parastou Feiz, and Xuehua Xiang. Routledge, 2014; *Discourse Analysis: Putting our worlds into words*, Susan Strauss and Parastou Feiz. Routledge. 424 pages.

**Recent Recognitions/Awards/Honors:** 2010-2011 Korea Foundation-AATK Graduate TA Fellowship, \$10,000. 00

**Percentage of Time Dedicated to Area/International Studies:** 50

**Dissertations/Thesis Committees Past 5 Years:** 2

## **HINDI LANGUAGE FACULTY**

### **Jayakar, Ritu: Hindi Instructor, Non-Tenured**

**Education:** 1996-1998, M. A. Indiana University (Bloomington)

**Academic Experience:** 2008- present, Hindi instructor, Penn State University; August 2000-present, Web developer, Penn State University

**Research/teaching specialization:** Language pedagogy, use of technology in second language acquisition, blended learning, and instructional design

**Overseas Experience:** India

**Foreign Language Competency:** Hindi (5), English (5)

**Language Pedagogy Training:** 2014-present, course instructor for CARLA's STARTALK Teacher-Training Program (TTLO) - Transition to Teaching Language Online; 2018, presented on "Bridging the Cultural Gap: Cultural Background of Indian Students in US Classrooms" for CGS Preservice Teachers' Workshop, 2017, speaker at 4<sup>th</sup> International Hindi Conference

**Number of Area Studies, International Studies, Language Courses Taught:** Hindi 1, 2, and 110

**Number of Recent Publications:** n/a

**Recent Recognitions/Awards/Honors:** Hindi speaker for World Stories Alive! Tales in Many Tongues outreach at Schlow Centre Regional Library, 2017, presented on "Building the Disability Personas: A University Collaboration to Revolutionize Inclusive Practices" at UPCEA Mid-Atlantic Region Conference"

**Percentage of Time Dedicated to Area/International Studies:** 25

**Dissertations/Thesis Committees past 5 years:** n/a

### **Sen, Suchismita: Associate Teaching Professor of Hindi, Coordinator of the Hindi Language Program, Non-Tenured**

**Education:** M. A., Ph. D., Penn State University, B. Sc., University of Calcutta

**Academic Experience:** 1) 2013: Chaired the session, "Making History" at the Conference, The Local as Cosmopolitan: Negotiating Tradition, Making History, Translating Culture in South Asia, a Conference in memory of Prof. Kumkum Chatterjee; 2) Participation in Spiritual Transformation Research Symposium at the University of California, Berkeley, April 5-7, 2006

**Research/Teaching Specializations:** Instruction of Religion; Science and Religion in conversation; Research in Folklore Methodology, University of California at Berkeley; Preceptor: Professor Alan Dundes, Department of Anthropology

**Overseas Experience:** n/a

**Foreign Language Competence:** Bengali, Sanskrit, Hindi, German

**Number of Area Studies, International Studies, Language Courses Taught: 7; Sample Publications:** Introduction to Hinduism, Level 1-2 Hindi A, World Religions

**Number of Recent Publications:** 2014. Sen, Suchismita. A Question of Balance: The Study of Religions. San Diego, CA: Cognella; Sen, Suchismita. "Speaking across the Chasm: Literature as a Bridge between Science and Religion" in *Cross Currents*, 2007, vol. 57, no. 1, 84-101.

**Recent Recognitions/Awards/Honors:** President's Fund for Undergraduate Research 2006-2007 funded by the College of Liberal Arts, Penn State University, University Park, PA, 16801; President's Fund for Undergraduate Research 2007-2008 funded by the College of Liberal Arts; Penn State University, University Park, PA, 16801; Donald Haag Research Fund in the Humanities 2007-2008 funded by the Department of History and Religious Studies Program, Penn State University, University Park, PA

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

**JAPANESE LANGUAGE FACULTY****Hirano-Cook, Erika: Lecturer in Japanese, Non-Tenured**

**Education:** Ph. D. Foreign Language Education with a Minor in Linguistics, University of Kansas, 2011, M. A. Foreign Language Education, University of Kansas, 2007, B. A. in English Language and Literature with a Minor in General Education, Kanagawa University, Japan, 2001

**Academic Experience:** August 2011- Present Assistant Teaching Professor Asian Studies Department, Pennsylvania State University, University Park, PA, June – August 2008- Present Head Instructor Japanese School, Middlebury College, Middlebury, VT

**Research/Teaching Specializations:** Japanese pitch accent acquisition, Language Education

**Overseas Experience:** n/a

**Foreign Language Competence:** Japanese

**Number of Area Studies, International Studies, Language Courses Taught: 8; Sample Courses:** Japanese Through Manga, Level 4 Japanese A

**Number of Recent Publications:** Hirano-Cook, E. (2011). Japanese Pitch Accent Acquisition by Learners of Japanese: Effects of Training on Japanese Accent Instruction, Perception, and Production. Retrieved from <http://hdl.handle.net/1808/8022>.

**Recent Recognitions/Awards/Honors:** Hamako Ito-Chaplin Memorial Award, (AAS) Association of Asian Studies, March 2012

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Iwami, Haruko: Assistant Teaching Professor of Japanese, Coordinator of the Japanese Language Program, Non-Tenured**

**Education:** M. A. in Japanese, University of Wisconsin-Madison, B. A. in Education, Tohoku University, Sendai, Japan

**Academic Experience:** Associate Teaching Professor of Japanese, The Pennsylvania State University, University Park, Pennsylvania, 2018., Senior Lecturer of Japanese, The Pennsylvania State University, University Park, Pennsylvania, 2009-2017

**Research/Teaching Specializations:** n/a

**Overseas Experience:** Japan

**Foreign Language Competence:** Japanese

**Language Pedagogy Training:** n/a

**Number of Area Studies, International Studies, Language Courses Taught: 7; Sample Courses:** Levels 1-3 Japanese A-B

**Number of Recent Publications:** n/a

**Recent Recognitions/Awards/Honors:** n/a

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Osada, Natsuko: Lecturer in Japanese, Non-Tenured**

**Education:** 2017, M. A., Japanese Pedagogy, Columbia University, NY; 2004, M. A., Philosophy, Temple University, Philadelphia, B. A. Kansai Gaidai University, Osaka, Japan

**Academic Experience:**

**Research/Teaching Specializations:** Japanese Pedagogy, L2 Reading

**Overseas Experience:** Japan

**Foreign Language Competence:** Japanese (5), English (4)

**Language Pedagogy Training:** Attended ACTFL OPI workshop and Extensive Reading workshop

**Number of Area Studies, International Studies, Language Courses Taught:** 9; **Sample Courses:** Extensive Reading in Japanese; Level One Japanese A

**Number of Recent Publications:** n/a

**Recent Recognitions/Awards/Honors:** The Rotary Foundation Multi-Year Ambassadorial Scholarships, 2002-2004

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Tanaka, Mami: Lecturer in Japanese, Non-Tenured**

**Education:** M. A. in Linguistics, University of Florida B. A. in Linguistics, University of Florida, Certification: OPI (Oral Proficiency Interview) Tester Full Certification in Japanese, ACTFL (American Council on Teaching of Foreign Languages)

**Academic Experience:** n/a

**Research/Teaching Specializations:** Linguistics, Culture, History.

**Overseas Experience:** n/a

**Foreign Language Competence:** English, German, Japanese, and Spanish

**Language Pedagogy Training:** Certifications: OPI (Oral Proficiency Interview) Tester Full Certification in Japanese, ACTFL (American Council on Teaching of Foreign Languages); Member of ACTFL (American Council on Teaching of Foreign Languages), AATJ (American Association of Teaching Japanese), and Bilingualism Matters @ Penn State; Presentations – “Teaching in the U. S., Part 2: Advice from International Instructors”

**Number of Area Studies, International Studies, Language Courses Taught:** 6; **Sample Courses:** Japanese Levels 1-4 A & B, Japanese Through Manga

**Number of Recent Publications:** n/a

**Recent Recognitions/Awards/Honors:** n/a

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

## **PORTUGUESE LANGUAGE FACULTY**

### **Bede, Dayse: Lecturer in Portuguese, Non-Tenured**

**Education:** MED, Penn State University, College of Education, University Park, PA, 2008, BA, Penn State University, University Park, PA, 2006

**Academic Experience:** Lecturer, Penn State University (August 20, 2010 - Present)

**Research/Teaching Specializations:** n/a

**Overseas Experience:** Brazil

**Foreign Language Competence:** Spanish (4), Portuguese (5)

**Language Pedagogy Training:** n/a

**Number of Area Studies, International Studies, Language Courses Taught:** 4; **Sample Courses:** Intermediate Portuguese, Elementary Portuguese 1-2

**Number of Recent Publications:** n/a

**Recent Recognitions/Awards/Honors:** n/a

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

### **Brune, Krista: Assistant Professor of Portuguese and Spanish, Tenure-track**

**Education:** Ph. D., Hispanic Languages and Literatures (Luso-Brazilian track), University of California, Berkeley, M. A., Luso-Brazilian Literatures and Cultures, University of California, Berkeley, B. A., Spanish and Portuguese, Princeton University

**Academic Experience:** Assistant Professor of Portuguese and Spanish, Pennsylvania State University, present.

**Research/Teaching Specializations:** 19<sup>th</sup> to 21<sup>st</sup> century Brazilian through the lens of translation, visual and popular cultures, and intellectual history; Intersections of Latin American popular music, cultural politics, and public intellectuals

**Overseas Experience:** Brazil

**Foreign Language Competence:** Portuguese, Spanish

**Number of Area Studies, International Studies, Language Courses Taught:** 4; **Sample Courses:** Portuguese for Romance-language Speakers, Race and Gender in Luso-Brazilian Cinema

**Number of Recent Publications: Journal Articles:** 5 total, 2 forthcoming; **Sample Publications:** "Resituating *Nitheroy* in the Translation Zone: Transnational Travels, Creative Transformations, and the Making of a Modern Brazil." *Hispanic Review*, vol. 86, no. 1, 2018 (forthcoming)., "Translating Humor, Nationalisms, Etc. in Mário de Andrade's Modernist Writings." *Translation Review*, vol. 99, no. 1, 2017, pp. 45-57., "Subversive Instruments: Protest and Politics of MPB and the *Nueva Canción*." *Studies in Latin American Popular Culture*, vol. 33, 2015, pp. 128-145., "Musical Nationalism for the 21<sup>st</sup> Century: From Andrade's Archive to A Barca's Repertoire." *ellipsis*, vol. 11, 2013, pp. 139-160.

**Recent Recognitions/Awards/Honors:** n/a

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Cuervo-Hewitt, Julia: Associate Professor of Spanish and Portuguese, Non-Tenured**

**Education:** Ph. D. and M. A. Spanish and Portuguese (Vanderbilt University), M. A. Social Sciences (Peabody College for Teachers, Vanderbilt University), B. A. Behavioral Sciences (Scarrit College)

**Academic Experience:** Associate Professor of Spanish and Portuguese, Pennsylvania State University, present

**Research/Teaching Specializations:** Latin American Literature, with an emphasis on Afro-Caribbean and Spanish Caribbean Literature and Culture

**Overseas Experience:** Brazil, Spain, Mexico

**Foreign Language Competence:** Spanish, Portuguese

**Number of Area Studies, International Studies, Language Courses Taught:** 3; **Sample Courses:** Spanish American Women Writings, Race, Gender, and Nationalism in Mexican Literature

**Number of Recent Publications: Book:** 3 total, 1 forthcoming, 2 in progress; **Sample Publications:** *Voices Out of Africa* (forthcoming), *Elogio de la locus: Mario Vargas Llosa, reader of Euclides da Cunha* (in progress), *Iyaré Yemayá: The Writings of Lydia Cabrera* (in progress)

**Recent Recognitions/Awards/Honors:** Co-directed the Department's summer program to Salvador, Bahia, 2007, directed the summer program to Puebla, Mexico, 2008

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a

**Townsend, Sarah: Assistant Professor of Spanish and Portuguese, Tenure-Track**

**Education:** New York University (Ph. D.), University of Iowa (BA)

**Academic Experience:** Assistant Professor of Spanish and Portuguese, Pennsylvania State University, present, Mellon Postdoctoral Fellowship, Humanities, UC-Berkeley

**Research/Teaching Specializations:** Connections among culture, capital, and politics from the nineteenth century to the present

**Overseas Experience:** Brazil

**Foreign Language Competence:** Spanish, Portuguese

**Number of Area Studies, International Studies, Language Courses Taught:** 12; **Sample Courses:** Brazil and Comparative Modernisms; Culture, Capital, and the Global Jungle; Avant-garde Primitivisms

**Number of Recent Publications: Books:** 1 forthcoming; **Journal Articles:** 4 total, 2 forthcoming; **Book Chapters:** 1; **Sample Publications:** *The Unfinished Art of Theater: Avant-Garde Intellectuals in Mexico and Brazil* forthcoming from Northwestern UP, July 2018., His Master's Voice? A Hemispheric History of Phonographic Fictions (*Revista Hispánica Moderna*, December 2017)

**Recent Recognitions/Awards/Honors:** Coordinator, the Hemispheric Americas lecture series (with Judith Sierra Rivera and Krista Brune)

**Percentage of Time Dedicated to Area/International Studies:** 100

**Dissertations/Thesis Committees Past 5 Years:** n/a



PennState

Center for Global Studies

# APPENDIX 2:

## Position Descriptions

## Appendix 2: Position Descriptions

### Personnel

#### Sophia McClennen, Principal Investigator (no charge to budget) and Director of the CGS

- Responsible for bringing in speakers for academic events including lectures, conferences, and symposia
- Responsible for curriculum development at Penn State, and linkages with international institutions
- Presents at scholarly events
- Oversees the operations of the Center

#### Sarah Lyall-Combs, Co-Principal Investigator and Associate Director of the CGS (100% effort)

This position will be funded at 35% on the NRC budget with the remaining amount from the University cost-share.

- Manages the daily operations of the CGS
- Responsible for the Center's K-12 and community outreach programs and for several outreach programs at Penn State including the K-12 teacher's workshops with the College of Education, global careers workshops with professional schools, graduate lecture series, Undergraduate Research Symposium in Global Studies, and undergraduate internship program.
- Prepares reports and budgets for the federal government and Penn State's College of the Liberal Arts
- Prepares federal grant writing and reporting for Title VI
- Collaborates with faculty and administrators at Commonwealth "community college" campuses (DuBois, Fayette, Hazleton, and Mont Alto) to globalize campus and curriculum
- Works with faculty and educators to create and develop curricula for K-12 and Community College classrooms
- Reviews applications for the Career Development Award, Teaching Fellowship Award, Travel Grants, and Impact Awards and manages awards process
- Communicates and establishes partnerships with community entities and Penn State groups in order to expand CGS's reach and impact
- Approves and oversees budgetary spending
- Works with the LCTL departments to fund and establish new language courses
- Video-records select events (e.g. public lectures and teacher's workshops) for YouTube channel

#### Shannon Brace, Program Coordinator (100% effort)

This position will be funded at 35% on the NRC budget with the remaining amount from the University cost-share.

- Facilitates and assists CGS events and outreach programs, such as graduate lecture series, guest speakers, the annual Undergraduate Symposium in Global Studies, events with the community public library, and the undergraduate internship program
- Arranges meetings and visits; books venues and coordinates catering as needed
- Helps to develop new partnerships at Penn State and in the community, with the goal of enhancing global studies programming in the Centre region
- Manages communication through listservs, websites, and social media
- Writes and updates press releases, mass emails, event programs, in-print promotional materials, and designs event fliers

- Develops and updates new website content and layout
- Coordinates marketing and promotional efforts for CGS activities, while implementing new strategies to effectively increase the Center's outreach
- Copy edits communications and oversees approval process for public media
- Monitors and maintains the Center's budgets
- Processes reimbursement paperwork for faculty and speakers; provides budget information for CGS supported events and programs
- Assists with grant and data preparation
- Compiles and maintains internal databases, files, and records, including the use of Penn State database systems
- Corresponds with other departments, students, faculty, and the community
- Takes photographs at events
- Orders supplies and promotional materials
- Corresponds with CGS awardees and traveling faculty
- Works with Penn State Libraries on acquisitions

For project time occurring after June 30 of any given year, the salary has been adjusted for a 2.5% merit increase.

TBD, Graduate Assistant (4.50 months, academic year)

The Graduate Assistant stipend is calculated at an **estimated** \$10,575 for Fall 2018 and \$10,575 for Spring 2019 (\$21,150 **total**). The grant in aid will be covered through institutional cost share.

- Assists with research related to Center initiatives
- Assists in the writing of federal and annual reports
- Organizes the logistics of Center's outreach events at community public library
- Assists with regular center communication: sending emails, keeping email listserv up to date, updating website/social media, disseminating weekly listserv announcements
- Assists with FLAS research and website development
- Overseas *World Stories Alive!* storytime and collaborates with speakers on story time and craft activities
- Collaborates with K-12 programs and to bring speakers to classes
- Edits and aids interns in writing monthly newsletter
- Develops and presents globally-focused lesson plans for high school classrooms
- Assists with planning and implementing K-12 workshops

The stipend level will be increased by 2.5% for the project period occurring after Summer Session 2018 and each Summer Session thereafter.



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# APPENDIX 3:

## Global Studies Courses

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# APPENDIX 3: LIST OF GLOBAL STUDIES COURSES

The courses listed on the following pages represent the breadth and depth of area studies courses, international studies courses and language courses that are available through the Center. In addition to these, many other courses at Penn State also address international topics. The University faculty Senate has certified more than 1,100 **undergraduate** courses as meeting the University's International Cultures requirement in General Education. These courses are listed at <http://undergraduate.bulletins.psu.edu/undergraduate/general-education/course-lists/international-cultures/> and include fields ranging from Agriculture (AGBM and INTAG) and Biology (BIOL), through Women's Studies (WMNST), with many courses in fields such as African Studies, Latin American Studies, Middle Eastern Studies, Geography, History, Political Science, and language-related fields, etc.

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# **KEY INDICATORS:**

- “X” indicates that the course is being offered or will be offered.
- “P” indicates that the course may be offered, based on historical data.
- “UG” indicates undergraduate students
- “G” indicates graduate students.
- Global and International Studies courses that can fulfill course requirements for the GLIS major/minor are listed using the **(GLIS)** notation.
- Global Health courses, which can fulfill course requirements for the Global Health minor, are listed using the **(GLOBAL HEALTH)** notation.
- All language courses offered using Title VI funding have been indicated **(TITLE VI FUNDED)** in the description box.
- Lower-level language courses have been marked as having a minimum of 25% area/ international studies content; however, language courses at all levels examine important interconnections between history, society, culture, and language.

## 2. A. NON-LANGUAGE GLOBAL STUDIES COURSES

### GLOBAL STUDIES CORE COURSES

The Penn State Global and International Studies major emphasizes the development of a global perspective through scholarly study, research, international communication and experience abroad. The GLIS major combines expertise from various humanities and social science disciplines to uncover methods for understanding the dynamic issues humans face around the world. Career opportunities include government, education, diplomatic service, international business, and not-for-profit initiatives. The GLIS major also prepares students for further education in global studies and related disciplines, such as journalism, translation, international business, international law, international development, global education, administration, public policy, and broader humanities and social sciences fields. The Global and International Studies minor is designed for undergraduate students in any major. Students must complete an education abroad program, foreign language competency, and related advanced coursework, all of which should be integrated around a thematic of geographical focus.

\*GLIS courses with an international or global focus are listed in the appendix using the (GLIS) notation.

Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment 2016-17	Current/Future Offerings 2017-18	2018-19
<b>GLOBAL AND INTERNATIONAL STUDIES (GLIS)</b>							
<b>GLIS 101N Globalization</b> This course provides a broad introduction to the topic of global studies.	3	100	Ian Thompson, Henry Morello, Anita Starosta	Fall, Spring	178 UG	X	X
<b>GLIS 102N Global Pathways</b> This course introduces students to five pathways to thinking about global issues today: Global Conflict, Health & Environment, Culture & Identity, Wealth & Inequality, and Human Rights.	3	100	Ian Thompson	Fall	48 UG	X	X
<b>GLIS 310 Language Rights, Policy, and Planning</b> This is a course on language rights, policy, and planning from individual, group, inter-ethnic, and national perspectives. (Cross list AFR 310, APLNG 310)	3	100					
<b>GLIS 400 Seminar in Global and International Studies</b> An upper-division capstone seminar focusing critical themes in Global and International Studies with a focus on the writing of a senior thesis for the Global Studies major.	3	100	Magali Armillas-Tiseyra		12 UG	X	X

**AREA STUDIES COURSES**

Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment 2016-17	Current/Future Offerings 2017-18	2018-19
<b><u>ARTS AND ARCHITECTURE</u></b>							
AA 100 Introduction to International Arts An interdisciplinary, multicultural introduction to the arts of the world.	3	100	Randy Ploog	Spring	97 UG	X	X
<b><u>ACCOUNTING</u></b>							
ACCTG 461 <b>International Accounting</b> Study of international accounting issues with emphasis on need, use, and interpretation of financial accounting required in global business environment.	3	100					
<b><u>ADULT EDUCATION</u></b>							
ADTED 508 <b>Globalization and Lifelong Learning</b> Examination of globalization discourses and their relationships, implications and impacts on lifelong learning processes and contexts.	3	100	Adnan Qayyum	Spring	2 G	X	X
ADTED 543 <b>Comparative and International Trends in Adult Literacy Education</b> This course critically examines the broad contemporary issues and interdisciplinary trends of literacy education with an international and comparative framework.	3	100					
ADTED 570 <b>Comparative and International Adult Education</b> Critical and comparative analysis of adult education theory and practice outside North America, including international agency involvement.	3	100	Ladislav Semali	Fall	2 G		
<b><u>AGRICULTURAL ENVIRONMENTAL AND REGIONAL ECONOMICS (AEREC)</u></b>							
AEREC 519 <b>Resource and Environmental Economics I</b> Theories and methods for economic analysis of natural resource and environmental policies with applications to current issues.	3	25					

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Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment 2016-17	Current/Future Offerings	
						2017-18	2018-19
<b>AEREC 541 Resource and Environmental Economics II</b> Key theories and analytical methods of resource and environmental economics.	3	25	Katherine Zipp	Spring	7 G	X	P
<b>AEREC 550 International Economic Development and Agriculture</b>	3	100	David Abler	Fall	7 G	X	
<b><u>AGRICULTURE AND EXTENSION EDUCATION (AEE)</u></b>							
<b>AEE 400 Global Agriculture Education</b> Development and implementation of educational programs in agriculture in developing countries.	3	100					
<b><u>AGRICULTURE AND EXTENSION EXCHANGE</u></b>							
<b>AEE 499A Global School-Based Agricultural Education</b>	3	100					
<b><u>AFRICAN AMERICAN STUDIES</u></b>							
<b>AFAM 083S First-Year Seminar in African American Studies</b> Cultural, philosophical, economic, political, and global dynamics of the Black experience in the United States and the Diaspora.	3	75					
<b>AFAM 102 Women of Color: Cross-Cultural Perspective</b> Global examination of value systems of women of color; attention to minority ethnic groups in the United States and developing countries. (Cross list WMNST 102) <b>(GLIS)</b>	3	100				X	X
<b>AFAM 103 Racism and Sexism</b> Critical analysis of the structure of race and gender in the contemporary United States. (Cross list SOC 103) <b>(GLIS)</b>	3	25					P

Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment 2016-17	Current/Future Offerings	
						2017-18	2018-19
AFAM 132 <b>Afro-Hispanic Civilization</b> A general introduction to human and cultural elements of African origin in Spanish- and Portuguese-speaking countries of Latin America. (Cross list SPAN 132, AFR 132)	3	100					
AFAM 152 <b>African American History</b> African roots; colonial and revolutionary experiences; slavery and abolitionism; civil war and reconstruction; accommodation and protest; the new militancy. (Cross list HIST 152)	3	25	Crystal Sanders	Spring	24 UG	X	X
AFAM 208 <b>Theatre Workshop in Diverse Cultures</b> A performance-oriented class which explores the historic and contemporary theatrical works of various culturally diverse peoples. (Cross list THEA 208)	3	100					
AFAM 211 <b>The Emergence and Evolution of the Black Diaspora in the Atlantic World</b> The course will explore the history and role of African and African-descent people in Africa, the Americas, and Europe. (Cross list HIST 211) ( <b>GLIS</b> )	3	100				X	X
AFAM 250 <b>Introduction to the Modern Caribbean</b> (Cross list HIST 250)	3	100				X	P
AFAM 302 <b>African American Women's History</b> Exam the relationship of diverse personal and sociocultural factors to health, like socioeconomic class, race-ethnicity, gender, age, and sexual orientation. ( <b>GLIS</b> ) ( <b>GLOBAL HEALTH</b> )	3	25	Lori Francis, Gary King	Spring, Fall	19 UG	X	X
AFAM 412 <b>African American Theatre</b> Exploration of the development of African American theatre from its roots in Africa through the Diaspora to the present time. (Cross list THEA 412)	3	50					
AFAM 416 <b>Race, Gender and Science</b> The class will focus on race and gender as products of science, and how societal values shape scientific activity. (Cross list STS 416, WMNST 416)	3	50					

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Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment 2016-17	Current/Future Offerings	
						2017-18	2018-19
<b>AFAM 422 Contemporary African American Communication</b> A focused study on the continuities between African and African American culture and communication.	3	50	Abraham Khan	Spring	17 UG	X	P
<b>AFAM 431 Black Liberation and American Foreign Policy</b> This course deals with American foreign policy and Black liberation in Africa since 1945. (Cross list HIST 431)	3	100	Darryl Thomas	Fall	12 UG	X	X
<b>AFAM 432 Between Nation and Empire: The Caribbean in the 20th Century</b> An exploration of the political evolution of the Caribbean Region over the course of the 20th Century. (Cross list HIST 432)	3	100	Zachary Morgan	Spring	5 UG		P
<b>AFRICAN STUDIES</b>							
<b>AFR 105 Environments of Africa: Geology and Climate Change</b> Significant natural features of Africa as related to human endeavor; case studies include the Nile, climate change, natural resources. (Cross list EARTH 105) <b>(GLIS)</b>	3	100	Bronwen Powell, Richard Mbih,	Spring, Fall	208 UG	X	X
<b>AFR 110 Introduction to Contemporary Africa</b> Consideration of influences and forces shaping modern African society; analysis of current local and global problems and issues facing Africa.	3	100	Clemente Abrokwa. Chanda Burrage, Elizabeth Carlson, Dellea Copeland, Isaie Dougnon. Sibuswe Dube, Ephraim Govere, Julie Kleinman, Richard Mbih, Iyunolu Osagie	Spring, Fall	990 UG		X
<b>AFR 132 Afro-Hispanic Civilization</b> A general introduction to human and cultural elements of African origin in Spanish- and Portuguese-speaking countries of Latin America. (Cross list SPAN 132, AF AM 132)	3	100					

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Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment 2016-17	Current/Future Offerings	
						2017-18	2018-19
AFR 150 <b>Africa in Cinema</b>	3	100	Sinfree Makoni, Isate Dougnon	Spring, Fall	360 UG	X	X
AFR 191 <b>Early African History</b> Explores important economic and cultural transformations in the making of early African empires from 1 MBC to 1750. (Cross list HIST 191)	3	100	Clemente Abrokwa, Christopher Tounsel	Spring, Fall	289 UG	X	X
AFR 192 <b>Modern African History</b> Impact of the slave trade, expansion of Islam, colonial conquest, social and cultural transformations, resistance, nationalism, and independence. (Cross list HIST 192)	3	100	Clemente Abrokwa, Christopher Tounsel	Spring, Fall	295 UG	X	X
AFR 202 <b>Gender Dynamics in Africa</b> Critical analysis of multidisciplinary research on relations between men and women in Africa and critique of Western feminist theories. (Cross list WMNST 202) (GLIS)	3	100	Clemente Abrokwa	Spring, Fall	228 UG	X	X
AFR 209 <b>Poverty in Africa</b> The course examines the causes, consequences, and dynamics of poverty in African countries. (Cross list SOC 209) (GLIS)	3	100	Kevin Thomas	Spring	14 UG	X	X
AFR 306 <b>Health and Illness in African and Black Diaspora: Cultural Anthropology</b> The course explores anthropological approaches to health, mental and physical illness, in African Worlds and Black Diaspora. (GLIS)	3	100					
AFR 310 <b>Language Rights, Policy, and Planning</b> This is a course on language rights, policy, and planning from individual, group, inter-ethnic, and national perspectives. (Cross list APLING 310, GLIS 310) (GLIS)	3	100					
AFR 335 <b>African Art</b> Introduction to the visual arts of Africa, including contemporary African art and the influence of African art outside Africa. (Cross list ARTH 335)	3	100				X	X
AFR 434 <b>War and Development in Africa</b> This course will examine the relationship between war and development in sub-Saharan Africa in the post-colonial era. (Cross list PL SC 434)	3	100				X	X

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Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment 2016-17	Current/Future Offerings	
						2017-18	2018-19
AFR 440 <b>Globalization and Its Implications</b> This course explores the socioeconomic implications of globalization. (Cross list PL SC 440, IB 440) <b>(GLIS)</b>	3	100	Xun Cao	Spring	6 UG		P
AFR 443 <b>Ethnic Conflict in Africa</b> This course explores the various causes and impacts of ethnic conflicts in the African context. (Cross list PL SC 443) <b>(GLIS) (GLOBAL HEALTH)</b>	3	100	Kidane Mengisteab	Fall	7 UG		
AFR 444 <b>African Resources and Development</b> Ecological and cultural factors in the geography of Africa; natural resources and development. (Cross list GEOG 444) <b>(GLOBAL HEALTH)</b>	3	100					
AFR 446 <b>Topics in African Art</b> Topics vary from "Arts of Eastern and Southern Africa" to "Art of West Africa." (Cross list ARTH 446)	3	100	William Dewey	Spring	1 G		X
AFR 447 <b>Topics in the Art of the African Diaspora</b> Selected topics in arts of the African Diaspora (South America, Caribbean, USA) including masquerades, textiles, architecture and other art forms. (Cross list ARTH 447)	3	50					
AFR 454 <b>Government and Politics of Africa</b> Contemporary African Politics, institutions, and ideologies; patterns of change, social forces, and nation building in selected African states. (Cross list PLSC 454)	3	100	Laura Roost			X	X
AFR 459 <b>Culture and World Politics</b> Role of culture in world politics. (Cross list PL SC 459)	3	100					
AFR 464 <b>Globalization, Extractive Industries, and Conflict in Africa</b> Socioeconomic and environmental impacts of extractive industries in Africa. (Cross list PL SC 464) <b>(GLIS)</b>	3	100	Kidane Mengisteab	Fall	3 UG, 3 G	X	
AFR 527 <b>Migration, Urbanization, and Policy in the Developing World</b> This course examines the dynamics of migration and urbanization processes, as well as their policy implications, in non-industrialized regions of the world.	3	100				X	P

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Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment 2016-17	Current/Future Offerings 2017-18 2018-19
<b>AFR 534 Political Economy of Energy and Extractive Industries in Africa (Oil and Mining)</b> Students will examine how the expansion of petroleum and mining industries has impacted Africa's political economies and external relations.	3	100				
<b>AFR 543 Comparative and International Trends in Adult Literacy Education</b> (Cross list ADTEd/ CIED 543)	3	100			X	
<b><u>AGRIBUSINESS MANAGEMENT (AG BM)</u></b>						
<b>AGBM 338 Agribusiness in the Global Economy</b> Managing agribusinesses in the global food industry, international food product marketing, key public institution and policies affecting food trade.	3	100	David Abler, David Blandford	Spring, Fall	99 UG	X
<b>AGBM 499G Exploring Greek Food Systems</b> Learn about food systems in Greece, how economic issues are affecting agriculture, and the history and culture of the country. This course is a prerequisite; offered in conjunction with INTAG/AG BM 499I	2.5	100				
<b>AGBM 499I Exploring Greek Food Systems</b> Travel to Thessaloniki and surrounding sites. Learn about food systems in Greece, how economic issues are affecting agriculture, and the history and culture of the country. (Cross list INTAG 499I)	0.5	100				
<b><u>AGROECOLOGY (AGECO)</u></b>						
<b>AGECO 3 The Future of Food</b> The Future of Food is an introductory-level science course that introduces students to an integrated human-environment perspective on food systems and their environmental contexts in locations within the United States and internationally.	3	50				

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Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment 2016-17	Current/Future Offerings	
						2017-18	2018-19
AGECO 499A <b>Issues in Economic, Community and Agricultural Development in Kenya</b> Develop viable economic and youth development options in vulnerable youth, culminating with three weeks in Kenya.	2.5	100					P
<b><u>ANTHROPOLOGY (ANTH)</u></b>							
ANTH 001 <b>Introductory Anthropology</b> Prehistoric and traditional peoples and cultures; traditional customs and institutions compared with those of modern society.	3	50	Richard George, Emily Zavodny	Spring, Fall	240 UG	X	X
ANTH 008 <b>Aztecs, Mayas, and Incas</b> Comparative survey of the development of the pre-Columbian Latin American civilizations.	3	100	Kirk French	Spring	60 UG	X	P
ANTH 009 <b>Rise of Civilization in the Old World</b> Evolution of Old World complex societies, especially the first great civilizations of Mesopotamia, Egypt, China, and the Indus Valley.	3	100	Erick Rochette	Fall	108 UG	X	X
ANTH 045 <b>Cultural Anthropology</b> Beginnings of human culture; economic life, society, government, religion, and art among traditional peoples (GLIS)	3	100	Erick Rochette, Nadia Johnson	Spring, Fall	216 UG	X	P
ANTH 060 <b>Society and Cultures in Modern Israel</b> An introduction to the society and cultures of the State of Israel from 1948 to the present. (Cross list JST 060, PL SC 060, SOC 060)	3	100	Alan Benjamin	Spring, Fall	19 UG	X	X
ANTH 120 <b>First Farmers</b> Cross-cultural comparison of the origins of plant and animal domestication and the earliest farming societies.	3	100					X
ANTH 220 <b>Anthropology and Artifacts</b> This course examines anthropological approaches to the study of art works, their production, and function in diverse human societies, both past and present.	3	100					X
ANTH 221 <b>The Ancient Maya</b> The Maya and their neighbors: Origin and Evolution of Classic Maya civilization.	3	100	Erick Rochette	Spring	13 UG		P

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Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment 2016-17	Current/Future Offerings	
						2017-18	2018-19
ANTH 223 <b>European Prehistory</b> The prehistory of European societies from the Upper Paleolithic to the Iron Age.	3	100		Spring	19 UG		P
ANTH 241 <b>Peoples and Cultures of Highland New Guinea</b> History, ecology, social, economic, religious, and political systems of the aboriginal peoples and cultures of highland New Guinea.	3	100					
ANTH 285 <b>Culture Contact</b> Survey of changes in indigenous societies following contact with colonial powers.	3	100					
ANTH 408 <b>Anthropological Demography</b> Analysis of demographic studies in traditional and very small populations. ( <b>GLOBAL HEALTH</b> )	3	25	James Wood	Fall	22 UG, 1 G	X	P
ANTH 435 <b>Ancient Economy</b> The course examines the comparative organization and development of ancient economies in both the Old and New Worlds.	3	50					
ANTH 441 <b>From Stone Ax to Uzi: Tradition and Change in the New Guinea Highlands</b> This course explores cultural change and innovation among tribal peoples of Highland New Guinea from stone tool technology to globalization.	3	100					
ANTH 444 <b>Primitive Warfare</b> Critical overview of the ethnography and theory of primitive warfare. ( <b>GLIS</b> )	3	25					
ANTH 455 <b>Global Processes and Local Systems</b> Ethnographic, comparative, historic, evolutionary treatment of global economic, political, and cultural processes and their consequences for local systems. ( <b>GLIS</b> )	3	100					
ANTH 456 <b>Cultural Ecology</b> Survey of the methods and concepts of cultural ecology, focusing on the interaction between cultural and geographical systems. ( <b>GLIS</b> )	3	100					

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Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment 2016-17	Current/Future Offerings	
						2017-18	2018-19
ANTH 457 <b>Jewish Communities: Identity, Survival, and Transformation in Unexpected Places</b> Examines the global array of smaller Jewish communities that have flourished outside the main urban centers of Jewish settlement. (Cross list JST 457, SOC 457) <b>(GLIS)</b>	3	100	Alan Benjamin	Fall	8 UG	X	P
ANTH 470H <b>Our Place in Nature</b> (Honors Course) An in-depth consideration of humanity's behavioral origins as biological beings through natural selection. <b>(GLIS)</b>	3	25					
ANTH 472 <b>The Ecology of Traditional Farming</b> This course will examine the ecology of traditional farming, focusing on the farming household, its farm, and its subsistence needs. <b>(GLIS)</b>	3	25					P
ANTH 477 <b>Language, Culture, and Society</b> Relationships among language, culture and society, with an anthropological emphasis.	3	100					
ANTH 575 <b>Population, Food, and Traditional Farming</b> This course explores the relationship between demographic processes (fertility, mortality, migration) and traditional farming, especially farming near the subsistence level.	3	50	James Wood	Fall	6 G		
<b><u>APPLIED LINGUISTICS (APLNG)</u></b>							
APLNG 083S <b>First-Year Seminar in Applied Linguistics</b> Introduction to the application of theories of language to cognition, culture, gender, society, and second language acquisition.	3	50					
APLNG 200 <b>Introduction to Language, Culture, and Social Interaction</b> Introduction to the interrelationships among language, culture, and social interaction and their fundamental links to social identities and discourse <b>(GLIS)</b>	3	50	Ning Yu, Xiao-fei Lu	Spring, Fall	146 UG	X	X

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Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment 2016-17	Current/Future Offerings	
						2017-18	2018-19
<b>APLNG 210 The Ecology of Global English</b> This course explores how English language enables globalization processes and how globalization changes the structure, norms, and usage of English. <b>(GLIS)</b>	3	25	Athelstan Canagarajah	Spring	18 UG	X	X
<b>APLNG 310 Language Rights, Policy and Planning</b> This is a course on language rights, policy, and planning from individual, group, inter-ethnic, and national perspectives. (Cross list AFR 310, GLIS 310) <b>(GLIS)</b>	3	100				X	P
<b>APLNG 428Y Introduction to Applied Linguistics</b> Application of theories of language to psycholinguistics, philosophy of language, anthropological linguistics, sociolinguistics, bi/multilingualism, second language acquisition	3	25					
<b>APLNG 510 Health and Aging in Multilingual Contexts</b> This course focuses on anthropological approaches to health and aging in multilingual contexts.	3	25					
<b>APLNG 572 Communication in Second Language Classrooms</b> The study of communication in second language classrooms.	3	100	Karen Johnson	Fall	18 G		
<b>APLNG 588 Design and Research of Technology-Mediated Language Learning</b> Using computer and multimedia technologies to support materials development and second language acquisition research.	3	100	Xiaofei Lu	Spring	9 G		
<b>APLNG 589 Technology in Foreign Language Education: An Overview</b> Approaches to the uses and research applications of multimedia and other educational technologies applied to the teaching of foreign languages. (Cross list SPAN 589).	3	100				X	P
<b><u>ARABIC (ARAB)</u></b>							

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Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment 2016-17	Current/Future Offerings	
						2017-18	2018-19
ARAB 164 <b>Muhammad and the Qur'an</b> History of the Qur'an and its interpretation by the early Muslim community; life of Muhammad and his role within Islam. (Cross list RLST 164) ( <b>GLIS</b> )	3	100	Jonathan Brockopp	Spring	13 UG	X	P
ARAB 165 <b>Introduction to Islamic Civilization</b> Islamic history, culture, and religious life c.600-1500 C.E.	3	100					
ARAB 497A <b>Special Topics</b> Pedagogy workshop for Arabic language educators	3	100	Reham Aly, Elena Galinova, Caroline Eckhardt				
<b><u>ARCHITECTURE (ARCH)</u></b>							
ARCH 431A <b>Architectural Design V--Foreign Study</b> Urban planning and architectural design in an urban context – Rome, Italy	3	100					
ARCH 432A <b>Architectural Design VI--Foreign Study</b> Continuation of ARCH 431, this course explores urban planning and architectural design in an urban context in Rome, Italy.	6	100					
ARCH 499A <b>Foreign Study--Architectural Design VI</b> Individual or group instruction conducted in a foreign country.	6	100		Spring, Fall	42 UG	X	P
ARCH 499C <b>Urban Studies Topics</b> A presentation of the history of Rome through the medium of its maps and walking tours of the city.	3	100		Spring, Fall	42 UG	X	P
<b><u>ART EDUCATION (AED)</u></b>							
AED 201 <b>History and Philosophy of Art Education in Schools and Cultural Institutions</b> Courses offered in foreign countries by individual or group instruction.	3	100	Mary Ann Stankiewicz	Spring	20 UG	X	P
AED 225 <b>Diversity, Pedagogy, and Visual Culture</b> Courses offered in foreign countries by individual or group instruction.	3	100	Alphonso Grant, Booker Carpenter, Wanda Knight	Spring, Fall	106 UG, 2 G	X	X

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Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment 2016-17	Current/Future Offerings	
						2017-18	2018-19
ART HISTORY (ARTH)							
ARTH 111 <b>Ancient to Medieval Art</b> Survey of Ancient Egyptian, Greek, Roman, Byzantine, Early Medieval, Romanesque, and Gothic art, with an emphasis on sculpture and painting.	3	100	Brian Curran, Claire Heidenreich, Heather Hoge, Katherine Koltiska, Heather McCune Bruhn, Andrea Middleton, Janet Purdy, Ann Walton, Kristi Wormhoudt, Olga Zaikina	Spring, Fall	338 UG, 1 G	X	X
ARTH 112 <b>Renaissance to Modern Art</b> Survey of Renaissance, Baroque, Rococo, Romantic, Modern, and Contemporary art, with an emphasis on painting, sculpture, and graphic arts.	3	100	Hyoungsee Kong, Nancy Locke, Judith Maloney, Heather McCune Bruhn, Andrea Middleton, Keri Mongelluzzo, Robin Thomas, Olga Zaikina	Spring, Fall	261 UG	X	X
ARTH 120 <b>Asian Art and Architecture</b> A selective overview of the art and architecture of India, Southeast Asia, China, Korea, and Japan.	3	100	Chang Tan	Spring	100 UG	X	P
ARTH 130 <b>Art of Africa, Oceania, and the Americas</b> A selective overview of the indigenous art of Africa, Oceania and the Americas.	3	75	Katherine Flanagan	Fall	35 UG	X	X
ARTH 140 <b>Introduction to Pre-Columbian Art and Architecture</b> This course examines the artistic and architectural production of Pre-Columbian Mesoamerica and the Andes. <b>(GLIS)</b>	3	100	Amara Solari	Spring	98 UG	X	P
ARTH 199 <b>Foreign Study—Art History</b> Courses offered in foreign countries by individual or group instructor.	1-12	100		Spring, Fall	41 UG	X	P

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						2017-18	2018-19
<b>ARTH 201 Ancient to Medieval Architecture</b> A survey of Prehistoric, Ancient Near Eastern Egyptian, Greek, Roman, Early Christian, Byzantine, Early Medieval, Romanesque, and Gothic architecture.	3	100	Elizabeth Smith	Fall	136 UG	X	X
<b>ARTH 202 Renaissance to Modern Architecture</b> A survey of Renaissance, Baroque, Rococo, Romantic, Victorian, Modern, Post-Modern, and Contemporary architecture in Europe and America.	3	100	Robin Thomas	Spring, Fall	257 UG	X	P
<b>ARTH 225 Sexuality and Modern Visual Culture</b> An examination of the visual expression of gender and sexual identities in English-speaking cultures since the late nineteenth century. (GLIS)	3	50				X	P
<b>ARTH 299 Foreign Study—Art History</b>	1-12	100		Spring, Fall	103 UG	X	P
<b>ARTH 301 Egyptian and Mesopotamian Art</b> Art of the Ancient Near East, including Egypt, Mesopotamia, and neighboring civilizations.	3	100	Elizabeth Walters	Fall	64 UG	X	X
<b>ARTH 302 Art of the Early Middle Ages</b> A survey of the art of Western Europe from the Early Christian era through the Ottoman Empire, c.300-1050 A.D.	3	100	Heather McCune Bruhn	Spring	20 UG	X	P
<b>ARTH 303 Italian Renaissance Art</b> The major arts in Italy from the thirteenth century A.D. through the Renaissance; emphasis on sculpture and painting.	3	100	Catherine Kupiec	Spring	47 UG	X	P
<b>ARTH 304 Italian, Spanish, and Spanish Colonial Baroque Art and Architecture</b> A survey of painting, sculpture, and architecture in Italy, Spain, and the Spanish Americas from 1600-1750.	3	100				X	X
<b>ARTH 305 Romanticism and Revolution</b> A survey of painting and sculpture in Europe 1780-1860, from the origins of Neoclassicism through Romanticism and Realism.	3	100	Nancy Locke	Fall	52 UG	X	X
<b>ARTH 311 Greek and Roman Art</b> Greek and Roman art, with emphasis on painting and sculpture.	3	100	Andrea Middleton, Elizabeth Walters, Olga Zaikina	Spring	82 UG	X	X

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						2017-18	2018-19
ARTH 312 <b>Romanesque and Gothic Art</b> Survey of the architecture, sculpture, and painting of the Christian church in western Europe from 1000 to 1500.	3	100				X	P
ARTH 313 <b>Northern Renaissance Art</b> Art in northern Europe in the fifteenth and sixteenth centuries, emphasizing painters such as Van Eyck, Durer, and Bruegel.	3	100		Fall	1 UG	X	P
ARTH 314 <b>Art in the Age of Rembrandt</b> Dutch and Flemish painting in the seventeenth century.	3	100	Catherine Kupiec	Fall	13 UG	X	P
ARTH 315 <b>Architecture and Art of South and Southeast Asia</b> Survey of the architecture/art of South/Southeast Asia (emphasis on India) from the Bronze Age to a globalizing present.	3	100				X	X
ARTH 320 <b>Chinese Art</b> A general survey of the great periods of Chinese art from the Shang dynasty until the modern period.	3	100	Chang Tan	Fall	50 UG	X	P
ARTH 325 <b>Impressionism to Surrealism</b> A survey of European painting and sculpture from ca. 1850 to ca. 1940	3	100				X	X
ARTH 326 <b>Art Since 1940</b> An international survey of painting, sculpture, photography and other media since 1940. <b>(GLIS)</b>	3	75	Sarah Rich	Fall	99 UG, 1 G	X	P
ARTH 330 <b>Islamic Architecture and Art</b> Survey of the art and architecture of Islamic lands from the late seventh century until the eighteenth century.	3	100	Madhuri Desai	Spring, Fall	25 UG	X	X
ARTH 335 <b>African Art</b> Introduction to the visual arts of Africa, including contemporary African art and the influence of African art outside Africa. <b>(GLIS)</b>	3	100				X	P
ARTH 401 <b>Greek Art and Architecture</b> Developments in Greek art and architecture, tenth century B.C. to first century B.C.; emphasis on the importance of Greek sanctuaries.	3-9	100	Elizabeth Walters	Fall	15 UG	X	P

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ARTH 402 <b>The Illuminated Manuscript</b> Specific stylistic periods in manuscript painting from A.D. 500-1500 in Western Europe and Byzantium.	3	100				X	P
ARTH 411 <b>Roman Art</b> Roman sculpture and painting from Augustus to Constantine.	3-9	100	Elizabeth Walters	Spring	20 UG, 1 G	X	P
ARTH 412 <b>The Gothic Cathedral</b> Specific aspects of Romanesque and Gothic church architecture of western Europe, especially France and England, between 1000-1500.	3	100				X	X
ARTH 414 <b>Italian Baroque Painting</b> Survey of Italian Baroque painting from sixteenth-century proto-Baroque masters to painters of the late Baroque and Rococo periods.	3	100					
ARTH 420 <b>Russian Architecture</b> Russian architecture from the first Orthodox churches of the late tenth century to the end of the Soviet Union.	3	100				X	P
ARTH 422 <b>Studies in Medieval Sculpture</b> Specific studies of western European sculpture, 300-1500, with attention to sources, styles, type, and iconography.	3-9	100				X	P
ARTH 423 <b>Studies in Italian Renaissance Art</b> Specific studies of Italian Renaissance art, including the work of artists such as Leonardo da Vinci, Michelangelo, and Raphael.	3-9	100	Elizabeth Petersen, Brian Curran	Spring, Fall	101 UG, 2 G	X	X
ARTH 424 <b>Masters of Northern Baroque Art</b> Seventeenth-century painters in Flanders and Holland, including the works of artists such as Rubens, Rembrandt, and Vermeer.	3	100					
ARTH 425 <b>Topics in Northern Renaissance Art</b> Focuses on a topic of interest in Netherlandish and/or German art between 1300 and 1600.	3-6	100					
ARTH 426 <b>Iconoclasm: Powerful Images and their Destruction</b> Iconoclasm: exploring the political, religious, and social motivations behind the destruction of powerful imagery throughout history.	3	100				X	P

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						2017-18	2018-19
<b>ARTH 429 Studies in Baroque Art</b> Selected topics in the painting, sculpture, and architecture of seventeenth-century Italy, France, Flanders, Holland, and Spain.	3	100		Spring	3 UG	X	P
<b>ARTH 435 Studies in Modern Art</b> Lectures focusing on a selected movement of nineteenth- or twentieth-century art.	3-6	100	Nancy Locke, Chang Tan	Spring, Fall	42 UG, 10 G	X	X
<b>ARTH 440 Monuments of Asia</b> An exploration of major Asian sites and monuments through a focus on their historical and cultural significance. (Cross list ASIA 440) ( <a href="#">GLIS</a> )	3-9	100	Madhuri Desai	Spring	17 UG, 4 G	X	X
<b>ARTH 442 Late Antique and Early Christian Art</b> Survey of the architecture, painting, and minor arts of Christian society from the beginning to the mid-sixth century.	3	100				X	P
<b>ARTH 445 Oceanic Art</b> Survey of the arts of Oceania (Polynesia, Micronesia, Melanesia)	3	100				X	P
<b>ARTH 446 Topics in African Art</b>	3-9	100	William Dewey	Spring	7 UG, 4 G	X	X
<b>ARTH 447 Topics in the Art of the African Diaspora</b> Selected topics in arts of the African Diaspora (South America, Caribbean, USA) including masquerades, textiles, architecture and other art forms.	3-6	50				X	P
<b>ARTH 452 Byzantine Art</b> Monumental and minor arts of Byzantium and related areas from the reign of Justinian to the Turkish conquest of Constantinople.	3	100	Anthony Cutler	Fall	8 UG, 1 G	X	P
<b>ARTH 456 Renaissance and Baroque Palaces</b> This course examines palace architecture and decoration in Italy, France, England, and Germany from 1450-1700.	3	100				X	X
<b>ARTH 458 Baroque Capitals of Europe</b> This course examines the architecture and urbanism of European capital cities from 1600-1800.	3	100				X	X
<b>ARTH 460 Art and Empire: Aztec, Inca and Spanish</b> This course is a comparative study of the artistic production used in Aztec, Inca and Spanish empires.	3	100				X	X

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						2017-18	2018-19
ARTH 462 <b>Studies in Latin American Art</b> Specific studies of the visual and material culture created in Latin America from the colonial through the modern era.	3-6	100				X	P
ARTH 464 <b>French Baroque Painting</b> Examination of seventeenth-century French painting, including Italian influences; the provincial, Classical, and official styles in France.	3	100	Nancy Locke, Robin Thomas	Spring	15 UG, 6 G	X	P
ARTH 499 <b>Introduction to Asian American Studies</b> Courses offered in foreign countries by individual or group instruction.	1-12	50	Ann Killebrew	Spring	8 UG	X	P
<b>ASIAN STUDIES (ASIA)</b>							
ASIA 004 <b>Introduction to Asian Literatures</b> Comparative interpretations of narrative, drama, lyric, and other writings from East Asia and other regions, viewed as world literature. (Cross list CMLIT 004)	3	100				X	X
ASIA 100 <b>What is Asia?</b> An introduction to the history, literatures, politics, and cultures of Asia. <b>(GLIS)</b>	3	100					
ASIA 104 <b>Introduction to Buddhism</b> A general survey of the basic doctrine, practice, and historical development of Hinayana and Mahayana Buddhism. (Cross list RLST 104) <b>(GLIS)</b>	3	100	Patrick Booz, Erica Brindley	Spring, Fall	96 UG	X	P
ASIA 172 <b>Survey of Japanese Civilization</b> Survey of social, institutional, cultural, and religious developments from ancient times to the present. (Cross list HIST 172, JAPNS 172)	3	100				X	P
ASIA 174 <b>The History of Traditional East Asia</b> Comparative cultural, institutional, and social history of traditional China and Japan to their contact with the industrialized West. (Cross list HIST 174) <b>(GLIS)</b>	3	100				X	P

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<b>ASIA 175 The History of Modern East Asia</b> Comparative survey of the internal developments and external relations of China and Japan since their contact with the industrialized West.. (Cross list HIST 175) <b>(GLIS)</b>	3	100	Gregory Smits	Spring, Fall	21 UG	X	P
<b>ASIA 181 Introduction to the Religions of China and Japan</b> A survey of the history, philosophy, and cultural impact of the major Far Eastern religions: Confucianism, Taoism, Buddhism, and Shinto. (Cross list RLST 181) <b>(GLIS)</b>	3	100				X	P
<b>ASIA 182 Asian Trade: Economy, Industrialization and Capitalism in Asia</b> An historical overview of economy, industrialization, globalization and capitalism in Asia from the 16th century to present. (Cross list HIST 182) <b>(GLIS)</b>	3	100					
<b>ASIA 183 Gender, Family, and Society in East Asia</b> Investigates the history of gender, family, love, and sex in East Asia. (Cross list HIST 183) <b>(GLIS)</b>	3	100					
<b>ASIA 184 Society and Culture in the Pacific War</b> Examines the role of society and culture in the Pacific War's causes, contexts, realities, and aftermath. (Cross list HIST 184) <b>(GLIS)</b>	3	100					
<b>ASIA 185 Asian Pop: The History of Popular Culture in Asia</b> This course examines "low" or non-elite culture, investigating subjects like martial arts, Chinese opera, beggar guilds, popular and folk religion, weddings, teahouses and many others (particular themes will vary depending on instructor) that allow us insight into the day-to-day lives of historical people across Asia. (Cross list HIST 185) <b>(GLIS)</b>	3	100					
<b>ASIA 186 The Silk Roads</b> A survey of the Silk Roads and maritime routes connecting premodern Europe and Asia, and the cultures that flourished along them. (Cross list HIST 186) <b>(GLIS)</b>	3	100					

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<b>ASIA 187 Global Taiwan</b> This course examines the historical, cultural, and ethnic dimensions of Taiwan over several centuries to the present day. (Cross list HIST 187) <b>(GLIS)</b>	3	100	Kathlene Baldanza	Spring	20 UG	X	P
<b>ASIA 188 Tibet: People, Places and Spaces</b> This course examines the historical, cultural, and ethnic dimensions of Tibet from the seventh century to the present. (Cross list HIST 188) <b>(GLIS)</b>	3	100					
<b>ASIA 315 Architecture and Art of South and Southeast Asia</b> Survey of the architecture/art of South/Southeast Asia (emphasis on India) from the Bronze Age to a globalizing present.	3	100					P
<b>ASIA 404 Topics in Asian Literature</b> Selected works from the major poetry, fiction, and drama of such countries as India, China, and Japan. (Cross list CMLIT 404) <b>(GLIS)</b>	3	100	Christopher Reed	Fall	2 UG	X	P
<b>ASIA 416 Gender and Sexuality in China</b> Study of gender roles and the imaginary of sexuality in the literary, filmic, and artistic production of modern China.	3	100					
<b>ASIA 424 Transnational Korean Literature</b> Exploration of seminal Korean texts, including poetry, fiction, autobiography, and criticism, from the early twentieth century to the contemporary era. <b>(GLIS)</b>	3	100					
<b>ASIA 425 Global Korean Cinema</b> Exploration of Korean cinema from the early twentieth century to the present, with an emphasis on its global/local dynamics. (Cross list KOR 425, CMLIT 425) <b>(GLIS)</b>	3	100					
<b>ASIA 440 Monuments of Asia</b> An exploration of major Asian sites and monuments through a focus on their historical and cultural significance. (Cross list ARTH 440) <b>(GLIS)</b>	3-9	100					P

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						2017-18	2018-19
ASIA 457 <b>Hiroshima and the Holocaust in History and Memory</b> The history and memory of the Holocaust and Hiroshima and Nagasaki are often taught separately in different disciplines. This course will examine them together through the various ways different societies remembered, understood and commemorated these. (Cross list) <b>(GLIS)</b>	3	100				X	
ASIA 474 <b>Early Modern Japan</b> Japanese history from 1580-1880 (Cross list HIST 474, JAPNS 426)	3	100					
ASIA 476 <b>Technology &amp; Society in Modern Asia</b> Role of technology in modernization, national identity, and foreign relations of an Asian country from 19th century to present day. (Cross list HIST 476) <b>(GLIS)</b>	3	100					
ASIA 480 <b>Japan in the Age of Warriors</b> An overview of Japan from the 10th to 17th century, a period of political decentralization, cultural efflorescence, and social change. (Cross list HIST 480) <b>(GLIS)</b>	3	100					
ASIA 489 <b>International Culture in East Asia</b> Study of the role of culture in East Asian regional and East-West international relations. (Cross list HIST 489, PLSC 486) <b>(GLIS)</b>	3	100				X	
ASIA 493 <b>Japan in the World</b> Study of Japan's foreign relations and position in the international community from the early 19th century to the present. <b>(GLIS)</b>	3	100					
<b>BUSINESS ADMINISTRATION (B A)</b>							
BA 342 <b>Social, Legal, and Ethical Environment of Business</b> Course examines actions taken by corporations that impact global citizenship, environmental sustainability, and the economic stability of international societies.	3	100	Ronald Johnson, Shaun Knight	Spring, Fall	1,909 UG	X	X

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						2017-18	2018-19
BA 364Y <b>International Business and Society</b> Business organizations and the sociocultural environment; current issues; corporate responsibility; international and multinational business environments.	3	100					
BA 545 <b>Business, Government and International Economics</b> Understand how macroeconomic events and policies affect the global economy and business decisions.	2	100	Chloe Tergiman	Spring	49 G	X	X
<b><u>BIOBEHAVIORAL HEALTH (BBH)</u></b>							
BBH 302 <b>Diversity and Health</b> Examine the relationship of diverse personal and sociocultural factors to health, like socioeconomic class, race-ethnicity, gender, age, and sexual orientation. (Cross list AF AM 302 ) ( <b>GLOBAL HEALTH</b> )	3	25	Lori Francis, Gary King, Amy Thierry, Jessica Salas-Brooks	Spring, Fall	241 UG	X	X
BBH 305 <b>Introduction to Global Health Issues</b> Course will develop awareness of contemporary issues in global health. ( <b>GLIS</b> ) ( <b>GLOBAL HEALTH</b> )	3	100	Dana Naughton	Fall	35 UG	X	X
BBH 390A/B <b>Global Health Field Experience</b> Field experience in a global health setting. ( <b>GLOBAL HEALTH</b> )	6	100					
BBH 402 <b>African Health &amp; Development</b> Course will address African health and development strategies in the context of health promotion programs. ( <b>GLOBAL HEALTH</b> )	3	100				X	X
BBH 407 <b>Global Health Equity</b> Health, social disparities, and equity in the global environment. ( <b>GLIS</b> ) ( <b>GLOBAL HEALTH</b> )	3	100	Gary King	Spring	38 UG	X	P
BBH 551 <b>World Health Promotion</b> Analysis of the various health problems that affect humans throughout the world; emphasis will be placed on personal health issues.	3	100					
<b><u>BIOENGINEERING (BIOE)</u></b>							

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<b>BIOE 499A Tropical Field Ecology</b> An intensive introduction to tropical biodiversity to be taught in Belize, Central America.	3	100				
<b><u>BIOETHICS (BIOET)</u></b>						
<b>BIOET 533 Ethical Dimensions of Renewable Energy and Sustainability Systems</b> Examination of ethical issues relevant to research procedure, professional conduct, social and environmental impacts, and embedded values in research and practice. (GLIS)	2	25				
<b><u>BIOLOGY (BIOL)</u></b>						
<b>BIOL 499A Tropical Field Ecology</b> An intensive introduction to tropical biodiversity to be taught in Belize, Central America.	3	100				P
<b><u>BIOLOGICAL SCIENCE (BI SC)</u></b>						
<b>BI SC 003 Environmental Science</b> Kinds of environments; past and present uses and abuses of natural resources; disposal of human wastes; prospects for the future. (GLIS)	3	50				
<b><u>BIORENEWABLE SYSTEMS (BRS)</u></b>						
<b>BRS 551 Sustainable Business Strategies</b> Coverage of business strategies that relate to sustainability and environmental issues.	2	50	Judd Michael	Spring	1 G	P
<b><u>CLASSICS AND ANCIENT MEDITERRANEAN STUDIES (CAMS)</u></b>						
<b>CAMS 004 Jewish and Christian Foundations</b> Jewish and Christian Foundations seeks to help students better understand the Bible as the scriptural background for both Judaism and Christianity. (Cross list JST 004 and RLST 004) (GLIS)	3	100	John Betlyon	Spring, Fall	30 UG	X

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CAMS 005 <b>Ancient Mediterranean Civilizations</b> Survey of the history and cultures of ancient Mediterranean civilizations in Mesopotamia, Egypt, Syro-Levant, Anatolia, Greece, and Rome. <b>(GLIS)</b>	3	100	Garrett Fagan, Mark Munn	Fall	60 UG	X	X
CAMS 010 <b>Mesopotamian Civilization</b> Cultural, technological, literary, political, and economic achievements of peoples who occupied the region of Mesopotamia (4,000-331 B.C.E.), in historical context. <b>(GLIS)</b>	3	100	Tawny Holm	Spring	45 UG	X	P
CAMS 012 <b>Lands of the Bible</b> Textual and archaeological evidence for the lands, cities, and peoples associated with the Hebrew Bible and Christian scriptures.	3	100	John Betlyon, Sara Hoffman	Spring, Fall	25 UG	X	X
CAMS 020 <b>Egyptian Civilization</b> Thematic introduction to the major features of ancient Egyptian civilization. <b>(GLIS)</b>	3	100	Donald Redford	Spring, Fall	72 UG	X	X
CAMS 025 <b>Greek Civilization</b> The origin and development of the ancient Greek people; their political and social institutions, public and private life. <b>(GLIS)</b>	3	100	Kristen Baxter, Jason Brooks, Samuel Kurland, Mary Lou Munn, Thaddeus Olson	Spring, Fall	373 UG	X	X
CAMS 033 <b>Roman Civilization</b> Origin of the Romans; sociopolitical development; food, homes, education, marriage, family life, amusements, private and public worship. <b>(GLIS)</b>	3	100	Pamela Cole, Kristen Baxter, Thaddeus Olson, Mark Hammond, Laurent Cases	Spring, Fall	239 UG	X	X
CAMS 044 <b>Ancient Near Eastern and Egyptian Mythology</b> Survey of major ancient Mediterranean myths, gods, and goddesses in their cultural contexts; influence on later cultures.	3	100	Gonzalo Rubio, Asunta Redford	Spring, Fall	128 UG	X	X
CAMS 045 <b>Classical Mythology</b> Introduction to Greek and Roman divinities, heroes and heroines; survey of the major myths and their influence on Western culture.	3	100	Stephen Wheeler, Mathias Hanses, Jason Brooks, Samuel Kurland	Spring, Fall	350 UG	X	X

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CAMS 070 <b>Prophecy: The Near East Then and Now</b> Prophecy in the ancient Near East, the ancient Jewish and Christian traditions, and today. (Cross list JST 070, RLST 070)	3	100					
CAMS 083S <b>First-Year Seminar in Classics and Ancient Mediterranean Studies</b> Critical approach to the study of ancient Mediterranean languages, literatures, and/or material cultures.	3	100					
CAMS 090 <b>Archaeology of Jerusalem: Past and Present</b> Archaeology and history of Jerusalem from earliest times (c. 3000 BCE) to the present. (Cross list JST 090, RLST 090)	3	100				X	P
CAMS 100 <b>Ancient Greece</b> Greek world from the earliest Aegean cultures to the death of Alexander the Great and the beginnings of Hellenistic civilization. (GLIS)	3	100	Thaddeus Olson, Laurent Cases	Spring, Fall	68 UG	X	X
CAMS 101 <b>The Roman Republic and Empire</b> History of the Roman Republic and Empire from the origins of Rome to the disintegration of the Empire. (Cross list HIST 101) (GLIS)	3	100	Garrett Fagan, Mark Munn, Thaddeus Olson, Laurent Cases	Spring, Fall	70	X	X
CAMS 102 <b>Canaan and Israel in Antiquity</b> Political, social, and intellectual history of the land of Canaan/Israel in the Biblical era: Late Bronze and Iron Ages. (Cross list HIST 102, JST 102, RLST 102)	3	100				X	P
CAMS 105 <b>History of the Ancient Near East</b> History of the Ancient Near East from the end of the Neolithic to the Hellenistic period.	3	100					
CAMS 109Y <b>Writing Systems of the World</b> Writing intensive overview of the world's writing systems throughout history.	3	100					
CAMS 110 <b>Hebrew Bible: Old Testament</b> Introduction to the history, literature, and religion of ancient Israel. (Cross list JST 110, RLST 110)	3	100					

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<b>CAMS 111 Early Judaism</b> Religious thought, practices, and parties in the Second Temple period; the emergence of rabbinic Judaism. (Cross list JST 111, RLST 111)	3	100				X	X
<b>CAMS 115 Literature of the Ancient Near East</b> Reading and study of literary works from the Ancient Near East, especially from Mesopotamia and Ancient Egypt.	3	100	Gonzalo Rubio	Spring	21 UG		X
<b>CAMS 124 Early and Medieval Christianity</b> Analysis in cultural context of selected thinkers, ideas, and movements in Christianity from the second through the fifteenth century. (Cross list JST 124, RLST 124)	3	100	Tawny Holm	Fall	14 UG	X	
<b>CAMS 134 Archaeology of Biblical Israel</b> Archaeology of Biblical Israel from 1200 B.C.E. to c. 640 C.E.; relationship between archaeological and textual evidence. (Cross list JST 134, RLST 134)	3	100					
<b>CAMS 140 Classical Archaeology--Ancient Greece</b> Literary sources and material evidence for society; culture of the inhabitants of Greece in ancient times.	3	100	Mary Lou Munn	Fall	34 UG	X	X
<b>CAMS 150 Classical Archaeology--Ancient Rome</b> Literary sources for the development of Roman civilization in relation to the relevant archaeological discoveries.	3	100	Mark Hammond	Spring	16 UG		P
<b>CAMS 180 Ancient Warfare</b> Historical survey of the evolution of warfare in the ancient Mediterranean region from prehistoric times to the Later Roman Empire. (Cross list HIST 180) <b>(GLIS)</b>	3	100	Mark Munn	Spring	64 UG	X	X
<b>CAMS 405 Law &amp; Economy in the Ancient Near East</b> This course is an overview of the legal and economic texts and institutions in the Ancient Near East.	3	100					P
<b>CAMS 442 Sport in Ancient Greece and Rome</b> An examination of the continuity of sport in Greek and Roman societies. (Cross list KINES 442)	3	100	Stephen Wheeler	Spring	4 UG, 1 G		P

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						2017-18	2018-19
<b>CAMS 450W Gender and Sexuality in Ancient Greece and Rome</b> An examination of gender, sexuality, and sexual desire in ancient Greece and Rome. (Cross list) <b>(GLIS)</b>	3	100					P
<b>CAMS 470 Languages and Cultures of the Ancient Near East</b> This course is an overview of the languages and cultures that populated the Ancient Near East. <b>(GLIS)</b>	3	100			X		
<b>CAMS 481 Introduction to Middle Egyptian &amp; Hieroglyphics</b> Introduction to the language and script of Ancient Egypt to familiarize student with grammar, syntax and lexicon.	3	100	Asunta Redford	Fall	6 UG	X	X
<b>COMMUNICATION ARTS AND SCIENCES (CAS)</b>							
<b>CAS 200 Language, Culture, and Communication</b> Introduction to language, language development, cultural literacy, culture, and intercultural communication.	3	100					
<b>CAS 271 Intercultural Communication</b> Introduction to intercultural communication. Focus on topics such as language, identity, prejudice, and intergroup relations on a domestic/ international level.	3	100	Ines Meyer-Hoess	Spring, Fall	122 UG	X	X
<b>CAS 321 Rhetoric and Law</b> A survey of the literature on the role of rhetoric in law, including trial advocacy, appellate argument, and judicial reasoning. <b>(GLIS)</b>	3	100	Margaret Michels	Fall	24 UG	X	X
<b>CAS 373 The Rhetorics of War and Peace</b> This course explores how war and peace are advocated. <b>(GLIS)</b>	3	100	Stephen Browne	Spring	26 UG		P
<b>CAS 422 Contemporary African American Communication</b> A focused study on the continuities between African and African American culture and communication. (Cross list) <b>(GLIS)</b>	3	100	Abraham Khan	Spring	15 UG	X	P

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						2017-18	2018-19
CAS 453 <b>Health Communication Theory and Research</b> Principles of communication about health across the lifespan and within health-care contexts <b>(GLIS)</b> <b>(GLOBAL HEALTH)</b>	3	100	Lijiang Shen	Fall	32 UG, 2 G	X	X
CAS 455 <b>Gender Roles in Communication</b> CAS/WMNST 455 strives to ensure that students understand female and male differences and similarities in communication patterns, perceptions of the opposite sex, and expectations and stereotypes regarding the opposite sex. (Cross list WMNST 455) <b>(GLIS)</b>	3	100	Anne Demo	Spring	11 UG		X
CAS 471 <b>Intercultural Communication Theory and Research</b> Intercultural and cross-cultural communication research theory and practice as applied within and across national boundaries. <b>(GLIS)</b>	3	100					
<b>COMMUNITY, ENVIRONMENT AND DEVELOPMENT (CED)</b>							
CED 152 <b>Community Development Concepts and Practice</b> Concepts and practice of community development. <b>(GLIS)</b>	3	100	Jeffrey Bridger	Spring, Fall	67 UG	X	X
CED 230 <b>Development Issues in the Global Context</b> Exploration of issues related to economic development in national and international contexts, where key interrelationships between and among developed and developing regions are made explicit. <b>(GLIS)</b> <b>(GLOBAL HEALTH)</b>	3	100	Nicole Webster, Brian Thiede	Spring, Fall	39 UG	X	X
CED 410 <b>The Global Seminar</b> Exploration of critical global issues relevant to sustainable development and the environment. Collaborative with other universities worldwide. <b>(GLOBAL HEALTH)</b>	3	100	Guangqing Chi	Spring	29 UG, 1 G	X	P
CED 420 <b>Women in Developing Countries</b> Analysis of women's work, experiences, and development policies and practices in Africa, Asia, and Latin America. (Cross list RSOC 420, WMNST 420) <b>(GLIS)</b> <b>(GLOBAL HEALTH)</b>	3	100	Ruth Mendum	Spring	16 UG	X	X

Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment 2016-17	Current/Future Offerings	
						2017-18	2018-19
<b>CED 425 International Community and Economic Development</b> International community and economic development. <b>(GLIS) (GLOBAL HEALTH)</b>	3	100	Leif Jensen	Spring	22 UG	X	P
<b>CED 450 International Development, Renewable Resources, and the Environment</b> Theories of agricultural and economic development, with particular attention to interactions between development, renewable resources, and the environment. <b>(GLIS) (GLOBAL HEALTH)</b>	3	100	Ashish Tyagi, David Abler	Fall	25 UG, 2 G	X	X
<b>CED 499A Issues in Economic, Community and Agricultural Development in Kenya</b> Develop viable economic and youth development options for vulnerable youth, culminating with three weeks in Kenya. (Cross list AGECO 499A)	2.5	100					P
<b>CED 499B Foreign Study: Honduras Study Tour</b> The course and the trip are designed to provide insight into the difficulties of economic development in rural areas, with emphasis on rural Honduras.	3	100	Janelle Larson				P
<b>CHINESE (CHNS)</b>							
<b>CHNS 120 Introduction to Chinese Literature and Culture</b> Chinese cultural productions, classical through contemporary; literature and film; changing cultural settings in multiple Chinese-speaking locations.	3	100	Shuang Shen	Spring	47 UG	X	X
<b>CHNS 121 Chinese Film and New Media</b> Survey of Chinese film and new media in the twentieth century and beyond, with attention to changing cultural settings. Taught in English.	3	100	Chang Tan	Fall	36 UG	X	X
<b>CHNS 197 Special Topics</b> Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.	1-9	100	Shuang Shen	Spring	6 UG	X	P

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						2017-18	2018-19
<b>CHNS 411 Chinese Written Characters</b> This course aims to establish a solid foundation of students' Chinese orthography and prepare students for continuing study in subsequent Chinese courses.	3	100					
<b>CHNS 421 China Beyond China</b> Study of modern and contemporary Chinese culture in its diversity and its intercultural contexts. <b>(GLIS)</b>	3	100	Shuang Shen	Fall	13 UG		X
<b>CHNS 422 Gender and Sexuality in China</b> Study of gender roles and the imaginary of sexuality in the literary, filmic, and artistic production of modern China.	3	100					
<b>CHNS 423 The Warrior, the Courtesan and the Ghost in Classical Chinese Novels</b> This course provides an introduction to major classical Chinese novels by focusing on three character types: the warrior, the courtesan, and the ghost.	3	100					
<b>CHNS 426 The Chinese Rhetorical Tradition</b> Study of the rhetorical works in ancient China as well as multiple facets of modern Chinese rhetoric.	3-6	100	Xiaoye You	Spring	10 UG	X	P
<b>CHNS 452 Contemporary China: Culture and Trends</b> Survey of aspects of the contemporary Chinese-speaking world. Includes readings from Chinese newspapers, magazines, and fiction. Topics may vary each semester.	3-6	100	Wen-Hua Du	Spring	18 UG		X
<b>CHNS 453 Chinese Film</b> Selected films and directors representing various aspects of Chinese culture and cinema. Topics may vary each semester. Taught in Chinese.	3-6	100				X	P
<b>CHNS 454 Introduction to Classical Chinese</b> Basic patterns and structures of Classical Chinese to the first millennium B.C. to the 19th century.	3-6	100	Wen-Hua Du	Fall	16 UG		
<b>CHNS 455 Masterpieces of Traditional Chinese Literature</b> Survey of traditional Chinese literature, including poetry, historical narratives, philosophical texts, and drama and novel.	3	100				X	P
<b>COMPARATIVE AND INTERNATIONAL EDUCATION (CIED)</b>							

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						2017-18	2018-19
<b>CIED 401 Introduction to Comparative Education</b> Origins, nature, scope, basic literature, and methodology of comparative education. Study of sample topics.	3	100				X	X
<b>CIED 508 Globalization and Lifelong Learning</b> Examination of globalization discourses and their relationships, implications and impacts on lifelong learning processes and contexts (Cross list ADTED 508).	3	100	Adnan Qayyum	Spring	3 G	X	P
<b>CIED 509 Language, Literacy, Identity, and Culture in a Global Context</b> Examines the relationship between issues of language, identity and culture for adult learners in an increasingly global context.(Cross list ADTED 509).	3	100	Esther Prins	Spring	1 UG, 4 G	X	P
<b><u>COMPARATIVE LITERATURE (CMLIT)</u></b>							
<b>CMLIT 001 Introduction to Western Literatures Through the Renaissance</b> Introductory comparative survey of European and American literatures of Ancient through Renaissance periods, considering genre, themes, cultural and literary values.	3	50					
<b>CMLIT 002 Introduction to Western Literatures Since the Renaissance</b> Introductory comparative survey of European and American literatures, post-Renaissance through Modern, considering genre, themes, cultural, and literary values.	3	50				X	X
<b>CMLIT 003 Introduction to African Literatures</b> Comparative analysis of drama, essay, novel, poetry, and stories from traditional oral forms to contemporary expressions of African literary styles. <b>(GLIS)</b>	3	100				X	P
<b>CMLIT 004 Introduction to Asian Literatures</b> Comparative interpretations of narrative, drama, lyric, and other writings from East Asia and other regions, viewed as world literature. (Cross list ASIA 004) <b>(GLIS)</b>	3	100	Shuang Shen	Fall	20 UG	X	X

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						2017-18	2018-19
<b>CMLIT 005 Introduction to Literatures of the Americas</b> Comparative interpretation of the oral and written literary traditions of North, Central, and South America. <b>(GLJS)</b>	3	50	Alejandro Ramirez-Arballo, Bonnie Loder	Fall	30 UG	X	P
<b>CMLIT 006 Philosophy and Literature in Western Culture</b> Explores fundamental issues of human existence through the traditions of western literature and philosophy.	3	50		Spring	1 UG		P
<b>CMLIT 010 World Literatures</b> The development of literature around the world--from epic, legend, lyric, etc. in the oral tradition to modern written forms. <b>(GLJS)</b>	3	100	Ivana Ancic, Charlotte Eubanks, Kelly Lehtonen, Ian Thompson, Anna Ziajka Stanton	Spring, Fall	185 UG	X	X
<b>CMLIT 011 The Hero in World Literature</b> The figure of the hero/heroine examined in world literature as a vehicle for expressing social and cultural values.	3	100		Spring	3 UG	X	X
<b>CMLIT 012 Introduction to World Drama and Performance</b> The power, ethics, and excitement of drama and related forms of performance literature, presented in a global and comparative context.	3	100	Henry Morello	Spring	39 UG	X	X
<b>CMLIT 013 Virtual Worlds: Antiquity to the Present</b> Virtual worlds from ancient to postmodern, in a comparative and global context that includes literature, film, and online multiplayer games.	3	100	Jayne Peacock	Spring	33 UG	X	P
<b>CMLIT 45x War in Literature and Film (GLJS)</b>	3	100					
<b>CMLIT 083S First-Year Seminar in Comparative Literature</b> International topics in literature and culture; each seminar will have a specific topic as announced (see the Comparative Literature Web site).	3	100					

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						2017-18	2018-19
<b>CMLIT 100 Reading Across Cultures</b> Comparative approaches (studying international literary periods, themes, genres, etc.) and principles of literary interpretation introduced through readings representing various cultures.	3	100	Hoda El Shakry	Spring	26 UG	X	X
<b>CMLIT 101 Race, Gender, and Identity in World Literature</b> Identity and race, gender and heritage, centrality and marginality, self and other, as expressed in literary works from around the world. <b>(GLIS)</b>	3	100	Rebekah Zwanzig	Spring, Fall	40 UG	X	X
<b>CMLIT 105 The Development of Literary Humor</b> Literary humor expressed as satire, comedy, and farce--from ancient times to the present--in an international and multicultural context.	3	100	Thomas Beebee	Spring	49 UG	X	X
<b>CMLIT 106 The Arthurian Legend</b> The growth and development of the legend of King Arthur, from medieval Europe to modern Japan.	3	100	Elizabeth Liendo	Fall	40 UG	X	X
<b>CMLIT 107 Exploration, Travel, Migration, and Exile</b> An international selection of journey narratives, from the real to the imaginary; travel narratives as critiques of self and society. <b>(GLIS)</b>	3	100	Morgan Bozick	Fall	27 UG	X	X
<b>CMLIT 107U Exploration, Travel, Migration, and Exile</b> An international selection of journey narratives, from the real to the imaginary; travel narratives as critiques of self and society. <b>(GLIS)</b>	3	100					
<b>CMLIT 108 Myths and Mythologies</b> World mythology: myths primarily of non-Western cultures, based on selected areas and traditions around the world.	3	100	Sydney Aboul-Hosn, Morgan Bozick, Jayme Peacock	Spring, Fall	374 UG	X	X
<b>CMLIT 108U Myths and Mythologies</b> World mythology: myths primarily of non-Western cultures, based on selected areas and traditions around the world.	3	100					

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						2017-18	2018-19
<b>CMLIT 110 Jewish Literature: An International Perspective</b> Literature of the Jewish tradition in various cultures and contexts, such as Europe, Israel, Islamic countries, and the Americas. (Cross list JST 131)	3	100					
<b>CMLIT 111 Introduction to Literatures of India</b> Narrative, lyric, religious, oral, and dramatic literature, as well as film from India studied in translation from a global perspective.	3	100					
<b>CMLIT 120 The Literature of the Occult</b> Important literary works dealing with witchcraft, demonology, vampirism, ghosts, and related concepts, from biblical times to present.	3	100	Darwin Tsen, Nicolai Volland, Merve Tabur	Spring	110 UG	X	P
<b>CMLIT 120U The Literature of the Occult</b> Important literary works dealing with witchcraft, demonology, vampirism, ghosts, and related concepts, from biblical times to present.	3	100					
<b>CMLIT 122 Global Science Fictions</b> A study of the relationships between science, literature, and film, from an international and interdisciplinary perspective.	3	100				X	X
<b>CMLIT 128 The Holocaust in Film and Literature</b> Thematic, formal, and historical analysis of filmic and literary representation of the Holocaust. (Cross list GER 128, ENGL 128, JST 128) (GLIS)	3	100	Sabine Doran	Fall	12 UG		P
<b>CMLIT 130 Banned Books: International and Comparative Perspectives</b> The world of banned books, their history, and their politics, studied comparatively and internationally.	3	100	Jonathan Abel	Fall	116 UG	X	X
<b>CMLIT 131 Crime and Detection in World Literature</b> Issues of ethics, truth, justice, and social order as embodied in crime and detective literature, presented in comparative contexts.	3	100				X	X
<b>CMLIT 132 Nobel Prize Literature</b> Introduction to Nobel Prize winning literature and the culture of the prize in international and historical context.	3	100		Spring	1 UG		P

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						2017-18	2018-19
<b>CMLIT 140 Literature and the Other Arts: International and Comparative Perspectives</b> A comparative, international examination of the relationship between literature and non-literary art forms.	3	100		Spring, Fall	3 UG		P
<b>CMLIT 141 Religion and Literature</b> Major religious themes as expressed in literary masterpieces; sacred texts from various cultures read as literature.	3	100				X	P
<b>CMLIT 142 The Psychology of World Literature</b> A comparative, psychological approach to world literature from the perspectives of writer, narrative, character, and reader.	3	100	Kelly Lehtonen			X	X
<b>CMLIT 143 Human Rights and World Literature</b> Human rights violations discussed in tandem with their literary representation, presented in a global and comparative context. <b>(GLIS)</b>	3	100	Aurelie Matheron, Rosemary Jolly, Victoria Lupascu	Spring, Fall	145 UG	X	X
<b>CMLIT 153 International Cultures: Film and Literature</b> Comparison of narrative techniques employed by literature and film in portraying different cultures, topics may vary each semester.	3	100					
<b>CMLIT 185 World Novel</b> Development of the modern novel in the last century (outside the British Isles and the United States); lectures, discussions, readings in translation. (Cross list ENGL 185) <b>(GLIS)</b>	3	100				X	X
<b>CMLIT 189 Modern Drama</b> Playwrights who set the world's stage for twentieth-century drama; issues that continue to shape the contemporary theatrical world. (Cross list ENGL 189)	3	100					P
<b>CMLIT 190 Literary and Cultural Theory: An Introduction</b> A comparative introduction to literary and cultural theory, and its impact on the study of literature.	3	100					

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						2017-18	2018-19
<b>CMLIT 191 Introduction to Video Game Culture</b> A comparative, international look at the nature and history of video games as cultural artifacts, from Pong to online role-playing.	3	50	Michael Maguire, Eric Hayot	Spring	399 UG	X	X
<b>CMLIT 403 Latino/a Literature and Culture</b> Literary and other forms of cultural expression (film, music, art, and theater) are compared across different Latina/o communities. (Cross list LTNST 403) <b>(GLIS)</b>	3	100	John Ochoa	Spring, Fall	6 UG	X	X
<b>CMLIT 404/404Y Topics in Asian Literature</b> Selected works from the major poetry, fiction, and drama of such countries as India, China, Japan. (Cross list ASIA 404) <b>(GLIS)</b>	3	100	Christopher Reed	Fall	9 UG	X	P
<b>CMLIT 405 Inter-American Literature</b> This course examines the development of literature in Canada, the United States, Spanish America, the Caribbean area, and Brazil. <b>(GLIS)</b>	3	50					
<b>CMLIT 406 Women and World Literature</b> Literature written by women, especially women from non-Western cultures; the spectrum of genres in which women writers have excelled.	3	100	Reiko Tachibana	Spring, Fall	8 UG, 2 G		X
<b>CMLIT 408 Heroic Literature</b> Traditional heroes, their traits and adventures; typical themes and examples chosen from the epics and sagas of world literature. <b>(GLIS)</b>	3	100	Patrick Cheney	Spring	12 UG	X	P
<b>CMLIT 410 Literary Translation: Theory and Practice</b> Emphasizing literary translation, a study of the theoretical and practical problems encountered in the processes of translation, transmission, and interpretation.	3	100					P
<b>CMLIT 415 World Graphic Novels</b> Critical analyses of form, genre, medium, and discourse of the graphic novel and its historical precedents in an international and comparative context. <b>(GLIS)</b>	3	100	Scott Smith	Spring	23 UG, 1 G	X	X
<b>CMLIT 422 African Drama</b> Traditional and popular drama forms; modern anglophone and francophone drama; nationalism and social criticism in contemporary African drama.	3	100				X	P

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						2017-18	2018-19
<b>CMLIT 423 African Novel</b> From traditional oral narratives to modern autobiographical, historical, satirical, sociological, and allegorical forms; novelist as social critic. <b>(GLIS)</b>	3	100				X	
<b>CMLIT 424 Transnational Korean Literature</b> Exploration of seminal Korean texts, including poetry, fiction, autobiography, and criticism, from the early twentieth century to the contemporary era. (Cross list KOR 424, ASIA 424)	3	100					
<b>CMLIT 425 Global Korean Cinema</b> Exploration of Korean cinema from the early twentieth century to the present, with an emphasis on its global/local dynamics. (Cross list KOR 425, ASIA 425)	3	100	We Jung Yi	Spring	5 UG	X	X
<b>CMLIT 430 Global Modernisms</b> A comparative investigation of global Modernisms, with an emphasis on the relations between modernism, modernity, and modernization.	3	100					
<b>CMLIT 435 Cultures of Globalization</b> Cultural and literary effects of the process of globalization, with an emphasis on world literatures and transnationalism. <b>(GLIS)</b>	3	100	Shuang Shen	Spring	13 UG	X	P
<b>CMLIT 438 Fantastic Worlds: International and Comparative Perspectives</b> A comparative, international study of fantastic worlds in literature and visual culture.	3	100	Kelly Lehtonen	Fall	12 UG		
<b>CMLIT 443 Transatlantic Literature</b> Comparative literary and cultural relations across the Atlantic Ocean; may include Europe, Africa, the Americas, and/or the Caribbean.	3-6	100					
<b>CMLIT 446 Postcolonial Literature and Culture</b> Postcolonial literature and theory in a comparative and international context. <b>(GLIS)</b>	3	100				X	P
<b>CMLIT 448 Literary Cultures of Buddhism</b> Comparative exploration of various Buddhist literary cultures, from the classical Indian subcontinent to modern movements like the Beats and dalit writing.	3	100					

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						2017-18	2018-19
CMLIT 449 <b>Literary Cultures of Islam</b> Comparative discussion of the literary cultures of Islam from the seventh century to the present. <b>(GLIS)</b>	3	100				X	
CMLIT 453 <b>Narrative Theory: Film and Literature</b> Comparative study of the aesthetics and techniques of film and literature; close analyses of masters of each art form. (Cross list COMM 453) <b>(GLIS)</b>	3	100	Hoda El Shakry	Spring	10 UG, 1 G	X	P
CMLIT 455 <b>Ethics, Justice, and Rights in World Literature</b> Concepts of ethics, justice, and rights, appearing in world literature and/or film. <b>(GLIS)</b>	3	100					
CMLIT 470 <b>The Modern Novel</b> Major novels of Joyce, Proust, Kafka, Thomas Mann, Nabokov, and others; their contributions to the art of the novel. <b>(GLIS)</b>	3	100	Anna Ziajka Stanton	Spring	11 UG	X	P
CMLIT 471 <b>Poetry and Poetics</b> Theoretical and practical concepts in the comparative, global history of poetry and/or poetics.	3	100					
CMLIT 480 <b>The International Folktales</b> Traditional tales from various parts of the world: their origin, characteristics, forms; their transmission as oral narrative and written literature.	3	100		Spring	1 UG		P
CMLIT 486 <b>Tragedy</b> (3) Development of tragic drama and its relationship to social background and philosophical theory.	3	100					
CMLIT 487 <b>Comedy</b> Development of comic drama and its relationship to social background and philosophical theory.	3	100					
CMLIT 488 <b>Modern Continental Drama</b> From Ibsen to the drama of today: Strindberg, Chekhov, Hauptmann, Pirandello, Ionesco, Beckett, Genet, and others. (Cross list ENGL 488)	3	100					
CMLIT 489 <b>Contemporary World Fiction</b> A survey of developments in contemporary world fiction in translation. <b>(GLIS)</b>	3	100					

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COMMUNICATIONS (COMM)							
COMM 110 <b>Media and Democracy</b> Seeks to introduce students to the important role of the mass media in developing conceptions of democracy and democratic participation in contemporary societies.	3	50	Elysia Galindo-Ramirez, Charles Elavsky, Jose Aviles			X	P
COMM 205 <b>Gender, Diversity and the Media</b> This course is aimed at consumers of media in any form. It explores the relationship between the media and society through critical analysis of media and its role in education about and creation of social reality. (Cross list WMNSTT 205)	3	50	Renea Nichols, J Dumas, Jose Aviles	Spring, Fall	292 UG	X	X
COMM 350 <b>Comparative Media Cultures</b> Intercultural examination of economic, political, philosophical, and historical forces that shape various societies' newsgathering routines and content.	3	100					
COMM 403 <b>Law of Mass Communications</b> For COMM majors only ( <b>GLIS</b> )	3	25	Brandie Nonnecke, Cynthia Simmons, Litzy Galarza, Matthew Jackson, Robert Richards	Spring, Fall	402 UG	X	X
COMM 410 <b>International Mass Communications</b> The role of international media in communication among and between nations and people. Complement to COMM 419.	3	100	Katharine Allen, Tanner Cooke, Alexander Fattal, Shannon Kennan, Fan Yang	Spring, Fall	401 UG	X	X
COMM 419 <b>World Media Systems</b> Comparative study of modern media systems of mass communications in selected foreign countries.	3	100	Anthony Olorunnisola, Azeta Hatef, Kelly Chernin, Ruobing Li, Azeta Hatef, Giuliana Sorce	Spring, Fall	246 UG	X	X
COMM 419H <b>World Media Systems</b> Comparative study of modern media systems of mass communications in selected foreign countries.	3	100	Anthony Olorunnisola	Spring	6 UG	X	P

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						2017-18	2018-19
<b>COMM 426 International and Intercultural Strategic Communication</b> Advertising and public relations in the international and intercultural arenas; multicultural strategic communications strategies.	3	100				X	P
<b>COMM 428C Strategic Communications in a Global Environment</b> Strategic Communications in a Global Environment will provide students with a framework for applying public relations and advertising tools across media platforms and across cultures.	3	100					
<b>COMM 584 International Telecommunications and Trade Policy</b> An interdisciplinary perspective that investigates contemporary debates and ongoing or anticipated conflicts in international telecommunications and trade policy.	3	100					
<b><u>DANCE (DANCE)</u></b>							
<b>DANCE 221 Introduction to African Dance and Culture</b> An introduction to African dance based in a holistic approach integrating music, movement, drama, costume, and vocalization. <b>(GLIS)</b>	3	100	Aquila Franklin	Spring, Fall	41 UG	X	X
<b><u>ENVIRONMENTAL RESOURCE MANAGEMENT (E R M)</u></b>							
<b>E R M 431 Environmental Toxicology</b> Effects of pollutants on animal health at the chemical, physical, and cellular level. (Cross list VBSC 431) <b>(GLOBAL HEALTH)</b>	3	25					
<b>E R M 499A International Ecosystem: Costa Rica Environmental Study Tour</b> Environmental issues in Costa Rica will include disparate topics such as climate, fair trade issues, waste management practices, sustainability issues, ecotourism, land use and biodiversity issues with content related to Costa Rica culture and Spanish language travel tools.	3	100					

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<b>EARTH SCIENCES (EARTH)</b>							
<b>EARTH 002 The Earth System and Global Change</b> An interdisciplinary introduction to the processes, interactions and evolution of the earth's biosphere, geosphere and hydrosphere. <b>(GLIS)</b>	3	100	Anthony Wong, James Kasting, Andrew Sicree, Mark Fedkin	Spring, Fall	266 UG	X	X
<b>EARTH 100 Environment Earth</b> Natural processes and their relationship to anthropogenic influences. General principles of global cycles and the role they play in natural hazards, global warming, ozone depletion, etc.	3	100	Curtis Congreve, Matthew Fantle	Spring, Fall	173 UG	X	X
<b>EARTH 100H Environment Earth: Environment and Energy</b> Examination of climate change and energy issues.	3	100					
<b>EARTH 101 Natural Disasters: Hollywood vs. Reality</b> Analysis of the causes and consequences of natural disasters; comparison of popular media portrayal of disasters with perspective from scientific research.	3	100	Christelle Wauthier, Kevin Furlong	Spring, Fall	352 UG	X	X
<b>EARTH 103 Earth in the Future: Predicting Climate Change and Its Impacts Over the Next Century</b> Climate predictions for the coming century are utilized to examine potential impacts on regions, sectors of society, and natural ecosystems. <b>(GLIS)</b>	3	100	Timothy Bralower	Spring	21 UG	X	X
<b>EARTH 104 Climate, Energy and Our Future</b> This course presents the past, present, and possible future response of Earth's climate to human energy use.	3	100				X	X
<b>EARTH 105 Environments of Africa: Geology and Climate Change</b> Significant natural features of Africa as related to human endeavor; case studies include the Nile, climate change, and natural resources. (Cross list AFR 105) <b>(GLIS)</b>	3	100					X
<b>EARTH 111 Water: Science and Society</b> Investigation of water behavior and occurrence, its relevance to life, human activities, politics, and society. <b>(GLIS)</b>	3	100	Tess Russo	Fall	20 UG	X	X

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Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment 2016-17	Current/Future Offerings	
						2017-18	2018-19
<b>EARTH 112 Climate Science for Educators</b> Concepts of climate sciences highlighted by evidence-based explanations and scientific discourse in preparation for K-6 science teaching. (Cross list SCIED 112)	3	100					
<b>EARTH 240 Coral Reef Systems</b> The geography, geology, biology ecology and chemistry of coral reef ecosystems; threats to reef environments; and techniques for reef surveying and monitoring; with local geologic and distant modern field studies.	4	100					
<b>EARTH 400 Earth Sciences Seminar</b> Interdisciplinary study of environmental problems in the earth sciences.	3	100					
<b><u>ECONOMICS (ECON)</u></b>							
<b>ECON 104 Introductory Macroeconomic Analysis and Policy</b> National income measurement; aggregate economic models; money and income; policy problems. <b>(GLIS)</b>	3	75	Fatemeh Borhani, William Goffe, Colin Knapp, Adrienne Lapointe, James Tierney, Wang Xiang	Spring, Fall	3,116 UG, 1 G	X	X
<b>ECON 302 Intermediate Microeconomic Analysis</b> Allocation of resources and distribution of income within various market structures, with emphasis on analytical tools. <b>(GLIS)</b>	3	75	Colin Knapp, Mark McLeod, Sergii Golovko, Gent Bajraj	Spring, Fall	1,468 UG, 3 G	X	X
<b>ECON 333 International Economics</b> Why nations trade, barriers to trade, balance of payments adjustment and exchange rate determination, eurocurrency markets, and trade-related institutions. <b>(GLIS)</b>	3	100	Pitchayaporn Tantihkarnchana	Spring, Fall	555 UG	X	X
<b>ECON 413 Economic Growth and the Challenges of World Poverty</b> Challenges imposed by poverty; growth; growth rates; microfinance; foreign aid. <b>(GLIS)</b>	3	100	Bee Roberts	Spring	22 UG	X	P
<b>ECON 427 Economics of Energy and Energy Security</b> Energy economics studies topics related to the supply, energy markets, and environmental impacts of energy use.	3	100					

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						2017-18	2018-19
<b>ECON 428 Environmental Economics</b> Environmental pollution, the market economy, and optimal resource allocation; alternative control procedures; levels of environmental protection and public policy. <b>(GLIS)</b>	3	100	Mark Roberts, Andrew Gallant	Spring, Fall	233 UG	X	X
<b>ECON 433 Advanced International Trade Theory and Policy</b> Causes/consequences of trade; effects of tariffs and quotas; strategic trade policy; political economy of trade restrictions and other topics. <b>(GLIS)</b>	3	100	Kala Krishna	Spring, Fall	149 UG	X	X
<b>ECON 437W Multinationals and the Globalization of Production</b> This course will focus on trade, multinationals and offshoring, and explore their implications for the U.S. and developing countries. <b>(GLIS)</b>	3	100					
<b>ECON 463 Economic Demography</b> Microeconomics of demographic behavior; interrelationships between demographic and economic factors, in developing and industrialized economies; economic welfare and policy implications.	3	100					P
<b>ECON 470 International Trade and Finance</b> Economic analysis of why nations trade, barriers to trade, the international monetary system, and macroeconomic policy in an open economy.	3	100		Fall	1 UG		
<b>ECON 471 Growth and Development</b> Problems of capital formation, institutional considerations, theories of economic growth. <b>(GLIS)</b>	3	100	Bee Roberts, Michael Gechter, Katherine Coll	Spring, Fall	221 UG, 1 G	X	X
<b>ECON 473 China in the Global Economy: History, Culture, and Society</b> Analysis of China's role in the global economy and the impact on U.S. as well as global business and society.	3	100					
<b>EDUCATIONAL THEORY AND POLICY (EDTHP)</b>							

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						2017-18	2018-19
<b>EDTHP 401 Introduction to Comparative Education</b> The course introduces undergraduate students to global issues in education and provides a survey of schooling practices used in various educational systems around the world. (Cross list CIED 401)	3	100				X	X
<b>EDTHP 435 Child Labor and Education in the Global Economy</b> The legal instruments and social science theories useful for understanding and combating child labor through education policy and practice. <b>(GLIS)</b>	3	100	David Post	Fall	10 UG, 1 G	X	
<b><u>EDUCATION (EDUC)</u></b>							
<b>EDUC 315W Social and Cultural Factors in Education</b> Critical examination of how different experiences linked to race, ethnicity, religion, gender, and sexual orientation influence education.	3	100					
<b>EDUC 400 Diversity and Cultural Awareness Practices in the K-12 Classroom</b> This course addresses diversity, cultural awareness and sensitivity about cultures, concepts and methods in society, communities and educational settings.	3	100					
<b><u>ENERGY AND GEOENVIRONMENTAL ENGINEERING (EGEE)</u></b>							
<b>EGEE 101 Energy and the Environment</b> Energy utilization and technological development, energy resources, conversion and consequences on the local and global environment, and future energy alternatives. (Cross list MATSE 101) <b>(GLIS)</b>	3	100	Timothy Robinson, Jonathan Mathews	Spring, Fall	2.271 UG	X	X
<b>EGEE 120 Oil: International Evolution</b> Survey of the commercial development of the world petroleum industry from various international, historical, business, and cultural perspectives.	1-12	100	Karen Jensen	Spring, Fall	196 UG	X	X

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<b>EGEE 401 Energy in a Changing World</b> This course evaluates the existing energy infrastructure and energy/fuel use, both domestic and international, along with evolving technologies, implementation and challenges in meeting energy demands. <b>(GLIS)</b>	3	100					
<b><u>EARTH AND MINERAL SCIENCES (EMSC)</u></b>							
<b>EMSC 101 Resource Wars</b> Analysis of natural resources and how competition for them shapes national and international cultures and geopolitics.	3	100					P
<b>EMSC 240N Energy and Sustainability in Contemporary Culture</b> Exploration and the critical evaluation of selected media (e.g., books, film) in contemporary culture on topics related to energy and sustainability.	3	100					
<b><u>ENERGY BUSINESS AND FINANCE (EBF)</u></b>							
<b>EBF 200 Introduction to Energy and Earth Sciences Economics</b> Resource use decisions and their effect on local, national, and global development. <b>(GLIS)</b>	3	100	Farid Tayari, Barry Posner, Chiara Lo Prete, Andrew Kleit	Spring, Fall	325 UG	X	X
<b>EBF 301 Global Finance for the Earth, Energy, and Materials Industries</b> The aim of this course is to introduce fundamental concepts of financial management and illustrate their global applications. <b>(GLIS)</b>	3	100	Seth Blumsack, Farid Tayari	Spring, Fall	253 UG	X	X
<b><u>ENGLISH (ENGL)</u></b>							
<b>ENGL 128 The Holocaust in Film and Literature</b> Thematic, formal, and historical analysis of filmic and literary representation of the Holocaust. (Cross list GER 128, CMLIT 128, JST 128) <b>(GLIS)</b>	3	100	Benjamin Schreier	Spring	11 UG	X	X

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						2017-18	2018-19
ENGL 182 <b>Literature and Empire</b> Literature written in English from countries that were once part of European empires, e.g., India, Canada, South Africa, and others. (GLIS)	3	100					
ENGL 185 <b>World Novel</b> Development of the modern novel in the last century (outside the British Isles and the United States): lectures, discussions, readings in translation. (Cross list CMLIT 185) (GLIS)	3	100	Sara Grossman	Spring	5 UG	X	X
ENGL 189 <b>Modern Drama</b> Playwrights who set the world's stage for twentieth-century drama; issues that continue to shape the contemporary theatrical world. (Cross list CMLIT 189)	3	100					P
ENGL 227 <b>Introduction to Culture and Sexuality</b>	3	75					X
ENGL 228 <b>Introduction to Disability Studies in the Humanities</b> Provides a humanities-based interdisciplinary introduction to Disability Studies. (GLIS)	3	25	Michael Berube	Spring	24 UG	X	P
ENGL 312 <b>Globality and Literature</b> Examines relationships between literature and culture, through the study of major texts in English by writers of various cultures. (GLIS)	3	100	Anita Starosta	Spring	11 UG		P
ENGL 404 <b>Mapping Identity, Difference, and Place</b> Ethnicity, gender, class, race with reference to theoretical inquiry into identity, difference, and place in English-language literatures. (GLIS)	3	100	Christopher Reed	Fall	12 UG	X	
ENGL 486 <b>The World Novel in English</b> Studies in the novel, written in English, by writers outside of the United States and Great Britain.	3	100					
ENGL 488 <b>Modern Continental Drama</b> From Ibsen to the drama of today: Strindberg, Chekhov, Hauptmann, Pirandello, Ionesco, Beckett, Genet, and others. (Cross list CMLIT 488)	3	100					

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ENGL 496D Readings in Marxist and Poststructuralist Critical Theory (GLIS)	3	100					
<b>ENGINEERING (ENGR)</b>							
ENGR 111 Introduction to Cross-Cultural Communication for Engineers Introduction to theoretical approaches and practical applications of intercultural communications for engineering students.	1	100	Patrick Tunno	Spring, Fall	69 UG	X	X
ENGR 118 Impact of Culture on Engineering in China Study of engineering in the context of cultural, historical, societal, political, and environmental considerations to understand the relationship between Chinese culture and engineering projects and policies; brief introduction to the basic engineering principles underlying the engineering projects and their design.	3	100					
ENGR 1951 Engineering International Internship A supervised work experience in a professionally relevant position in research, industry, government or service sector.	0.5/1 - 4	100	Pamela Koleno, Christine Masters	Spring	1 UG	X	X
ENGR 2951 Engineering International Cooperative Education A supervised work experience in research, industry or government relevant to a student's major.	1	100				X	X
ENGR 320Y Design for Global Society An interdisciplinary study of the engineering design process and the influence of society and culture on design.	3	100					
ENGR 3951 Engineering International Cooperative Education A supervised work experience in research, industry or government relevant to a student's major.	1-2	100				X	X
ENGR 4951 Engineering International Cooperative Education A supervised work experience in research, industry or government relevant to a student's major.	1-3	100				X	X

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<b><u>ENGINEERING DESIGN (EDSGN)</u></b>						
<b>EDSGN 352 Fundamentals of Community Service Engineering</b> Students collaborate on community service engineering projects. Course modules cover engineering design, teamwork and topics relevant to project work. <b>(GLOBAL HEALTH)</b>	1	100				
<b>EDSGN 452 Projects in Humanitarian Engineering</b> Multidisciplinary student teams engage in integrated design of real-world humanitarian ventures. <b>(GLOBAL HEALTH)</b>	2	100	Esther Obonyo	Spring	17 UG, 5 G	X P
<b><u>ENTOMOLOGY (ENT)</u></b>						
<b>ENT 402W Biology of Animal Parasites</b> An introduction to animal parasitology. Emphasizes placed on host/parasite interactions, parasites of zoonotic importance, control programs and taxonomy. (Cross list VBSC 402W) <b>(GLOBAL HEALTH)</b>	3	25				P
<b><u>FOOD SCIENCE (FD SC)</u></b>						
<b>FD SC 280 Food, Values, and Health</b> The perceived relationship between food and health, emphasizing the conceptual nature of both; and how values contribute to the relationship. (Cross list PHIL 280H) <b>(GLOBAL HEALTH)</b>	3	50				
<b><u>FINANCE (FIN)</u></b>						
<b>FIN 456 International Capital Markets</b> This course develops understanding of international capital markets by striking a balance between institutional details, theoretical foundation and practical application.	3	100				

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						2017-18	2018-19
<b>FIN 555 Global Finance</b> Analyze international business finance problems, impact of evolving inter- national payment systems on business, financial management in modern multi- national enterprise.	1-3	100	Fariborz Ghadar, Louis Gattis	Spring	1 UG, 34 G	X	X
<b><u>FORESTRY (FOR)</u></b>							
<b>FOR 201 Global Change and Ecosystems</b> Agroforestry integrates trees in agricultural landscapes, and/or agriculture products into forested areas for multiple benefits.	3	100	Marc McDill	Fall	24 UG	X	X
<b>FOR 440 Forest and Conservation Economics</b> The role and application of economics and finance to forest resource conservation and management.	3	25	Michael Jacobson	Fall	26 UG	X	X
<b>FOR 488Y Global Forest Conservation</b> Ecological, economic, technological, and political aspects of forested ecosystems in a global context, emphasizing tropical and developing countries.	3	100					
<b><u>FRENCH (FR)</u></b>							
<b>FR 139 France and the French-speaking World</b> An introduction to the culture of France and its impact on the world. <b>(GLIS)</b>	3	100	Julie Kleinman, Lauren Tilger	Spring	15 UG	X	P
<b>FR 140 France and the Holocaust</b> <b>(GLIS)</b>	3	100					
<b>FR 141 Cultural Tradition in French Cuisine</b> A study of French culture in English, emphasizing the French gastronomic traditions in literature and civilization.	3	100					
<b>FR 142 French Fiction, Drama, and Film</b> An introduction, in English, to French and francophone literature and cultural history through film, theater, and literature. <b>(GLIS)</b>	3	100					

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						2017-18	2018-19
FR 270 <b>Race and Gender in Literature Translated from French</b> A critical presentation, taught in English, of changing ideas and values on race and gender in French and Francophone literatures. (Cross list WMNST 270 (GLIS))	3	100					P
FR 297 <b>Special Topics</b> Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.	1-9	100		Spring, Fall	9 UG		P
FR 316 <b>French Linguistics</b> Survey of the theory and methods of linguistics as they apply to the major subfields.	3	100	Lisa Reed, J.-Marc Authier, Grace Duval	Spring, Fall	88 UG	X	X
FR 331 <b>French Culture and Civilization I</b> French history and culture from the Middle Ages until the French Revolution.	3	100	Tracy Rutler, Willia Silverman, Theresa Brock	Spring, Fall	61 UG	X	X
FR 332 <b>French Culture and Civilization II</b> French history and culture from the French Revolution through the Third Republic.	3	100	Elizabeth Tuttle, Andrew Jones	Spring, Fall	43 UG	X	X
FR 351 <b>Introduction to French Literature I</b> Introduction to close textual reading and analysis of selected works of French literature from the middle ages to 1789.	3	100	Phoebe Busges, Jean-Claude Vuillemin	Spring, Fall	61 UG	X	X
FR 352 <b>Introduction to French Literature II</b> Introduction to close textual reading and analysis of selected works of French Literature from 1789 to the present.	3	100	Monique Yaari	Spring, Fall	40 UG	X	X
FR 410 <b>French Press</b> Extensive readings of selected French daily and weekly newspapers and magazines, along with newscast viewings.	3	100	Christine Clark-Evans	Fall	19 UG	X	
FR 422 <b>Old French Literature</b> Medieval masterpieces in original and modern French versions.	3	100					
FR 426Y <b>French Literature of the Renaissance</b> Survey of key texts from sixteenth century France, with attention to historical and philosophical currents of French social thought.	3	100					

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						2017-18	2018-19
FR 430 <b>Contemporary France</b> Study of contemporary French society, politics, and culture from 1870 to the present.	3	100		Spring, Fall	10 UG	X	P
FR 436 <b>French and Francophone Theater</b>	3	100					P
FR 436 Y <b>Readings in Seventeenth-Century French Literature</b> Baroque and classicism: reappraisal of major and lesser-known 17th-century texts and theories.	3	100					
FR 440 <b>Teaching of Romance Languages</b> Theories of second language acquisition.	3	100		Fall	1 UG	X	X
FR 445Y <b>Self and Society in Eighteenth-Century France</b> The changing relationship of the individual to society in pre-Revolutionary France will be explored in texts by major writers.	3	100					
FR 452Y <b>Nineteenth-Century French Literature</b> Selected readings in romanticism, realism, and symbolism, including Balzac, Stendhal, Sand, Baudelaire, and others, with emphasis on cultural issues.	3	100					
FR 453Y <b>La Belle Epoque: Politics, Society, and Culture in France, 1880-1914</b> Interdisciplinary perspectives on the politics, society, and culture of France, 1880-1914.	3	100					
FR 455 <b>France at War (GLIS)</b>	3	100					
FR 458 <b>African Literature of French Expression</b> Genesis of Franco-African literature in the 1930s; phases of the negritude movement; colonial and national literature. (GLIS)	3	100	Emmanuel Jean-Francois	Spring	16 UG		P
FR 460 <b>Contemporary French Literature</b> Major authors and movements in French novel, drama, and poetry from Proust to the present.	3	100	Monique Yaari	Spring	6 UG, 1 G		X

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						2017-18	2018-19
<b>FR 470 Race and Gender Issues in Literatures in French</b> A critical presentation, taught in French, of changing ideas and values on race and gender in French and Francophone literatures.	3	100				X	
<b>FR 475 Women's History in Post-Revolutionary France</b> Women's history and creativity in post-revolutionary France.	3-6	100	Benedicte Monicat	Spring, Fall	16 UG		P
<b>FR 487 Topics in French Film History and Theory I: 1895-1945</b> Provide background needed to understand the broad outlines of French film history and theory in their first fifty years (1895-1945).	3	100		Spring	1 UG		P
<b>FR 488 Topics in French Film History and Theory II: 1945-2002</b> Provide background needed to understand the broad outlines of French film history and theory in their second half-century (1945-2002).	3	100				X	P
<b>FR 497 Special Topics</b> Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.	1-9	100		Spring, Fall	6 UG	X	P
<b><u>GEOGRAPHY (GEOG)</u></b>							
<b>GEOG 1N Global Parks and Sustainability</b> This course uses parks and protected areas - both in the U.S. and globally - as a framework for exploring broad themes of sustainability, conservation, and socio-ecological systems.	3	100					X
<b>GEOG 3N Food and the Future Environment</b> GEOG 3 introduces students to the multiple connections of people and the environment through the dynamics of food and the places where it is produced, processed, and consumed.	3	100				X	

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						2017-18	2018-19
GEOG 020 <b>Human Geography: An Introduction</b> Spatial perspective on human societies in a modernizing world; regional examples; use of space and environmental resources; elements of geographic planning.	3	100	Kelsey Brain, Chanda Burrage, Roger Downs, Lise Nelson, Aparna Parikh, Ramzi Tubbeh Sierralta	Spring, Fall	180 UG, 2 G	X	X
GEOG 30 <b>Geographic Perspectives on Sustainability and Human-Environment Systems</b> Introduction to theory, methods, history and contemporary issues in global and regional relationships between human activity and the physical environment. (GLIS) (GLOBAL HEALTH)	3	100	Peter Backhaus, Jennifer Baka, Margaret Boyle, Russell Hedberg, Yoonn Hong, Brian King, Eden Kinkaid, Gabriel Tamariz, Ramzi Tubbeh Sierralta, Kayla Yurco, Karl Zimmerer	Fall, Spring	432 UG	X	P
GEOG 120 <b>Urban Geography: A Global Perspective</b> Introduction to the geography of the world's cities and urban system.	3	100	Katherine Foo	Spring	40 UG	X	P
GEOG 123 <b>Geography of Developing World</b> Patterns of poverty in poor countries; conventional and non-conventional explanations; focus on solutions; case studies of specific regions. (GLIS) (GLOBAL HEALTH)	3	100					
GEOG 124 <b>Elements of Cultural Geography</b> Locational analysis of changes in non-Western cultures. Problems of plural societies, economic development, population growth, and settlement.	3	100	Lauren Fritzsche, Lorraine Dowler	Fall	38 UG		
GEOG 126 <b>Economic Geography</b> The geographic location and organization of economic activities and outcomes at global, national, regional, and local scales.	3	100	Marie Louise Ryan, Christopher Fowler	Spring	55 UG	X	P

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						2017-18	2018-19
<b>GEOG 128 Geography of International Affairs</b> Contemporary international affairs in their geographical setting; geographic elements in the development of national power, political groupings, and international disputes.	3	100	Jenna Christian, Megan Baumann, Joshua Inwood, Melissa Rock, Lauren Fritzsche	Spring, Fall	93 UG	X	P
<b>GEOG 130 Environment, Power, and Justice</b> Relationships between human societies and their physical environments are a defining concern of geography. <b>(GLIS)</b>	3	100	Katherine Foo	Fall	32 UG		X
<b>GEOG 230 Geographic Perspectives on Environment, Society and Sustainability</b> This course introduces students to the multiple ways in which people and the environment are interconnected.	3	100					X
<b>GEOG 310W Introduction to Global Climatic Systems</b> Introduction to global atmospheric circulation, including tropical, mid-latitude and polar subsystems; ocean, land, cryospheric and urban climatic systems and interactions. <b>(GLIS)</b>	3	100				X	X
<b>GEOG 314 Biogeography and Global Ecology</b> Dynamics of plant and animal distributions on global, regional, and local scales; their causes and consequences. <b>(GLIS)</b>	3	100	Alan Taylor, Neil Brown	Spring	21 UG	X	P
<b>GEOG 333 Human Dimensions of Natural Hazards</b> An introduction to natural hazards, integrating physical and social science perspectives. <b>(GLOBAL HEALTH)</b>	3	100		Spring	1 UG		P
<b>GEOG 412W Climatic Change and Variability</b> Theories and observations of past, present, and future climatic change and variability; introduction to techniques used in climatic change research. <b>(GLIS)</b>	3	100					
<b>GEOG 424 Geography of the Global Economy</b> Focus on industrial location theory, factors in industrial location, studies of selected industries and problems of industrial development.	3	100				X	
<b>GEOG 426Y Gender Geographies</b> Description and explanation of the links between gender relations and spatial structures. (Cross list WMNST 426Y)	3	100					P

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						2017-18	2018-19
GEOG 427 <b>Urban Historical Geography</b> Study of the development and transformation of the historical urban built environment.	3	100	Deryck Holdsworth	Spring	17 UG		P
GEOG 428Y <b>Political Geography</b> Geographical foundations of political phenomena; significant geographic factors in growth and development of states, boundary problems, population distribution, colonies, and internal and international regional problems	3	100	Melissa Wright	Spring	14 UG		X
GEOG 429 <b>Geographic Perspectives on Global Urbanization</b> This course reflects critically on a number of issues related to global urbanization, including the culture and political economy of urban space.	3	100					
GEOG 430 <b>Human Use of Environment</b> The human use of resources and ecosystems and social causes and consequences of environmental degradation in different parts of the world; development of environmental policy and management strategies. <b>(GLIS)</b>	3	100	Margaret Boyle, Carolyn Fish, Katherine Foo, Yoonn Hong, Andrew Marshall, Bronwen Powell, Marie Louise Ryan, Karl Zimmerer	Spring, Fall	226 UG, 2 G	X	X
GEOG 433 <b>Geographies of Justice</b> This course engages with the history and future of social and environmental justice.	3	100					
GEOG 436 <b>Ecology, Economy, and Society</b> Analyses of major themes in ecology and economic development, poverty- alleviation, and sustainability. <b>(GLIS) (GLOBAL HEALTH)</b>	3	100	Neil Brown	Spring	8 UG	X	P
GEOG 438W <b>Human Dimensions of Global Warming</b> Human dimensions of climate change: human causes, human consequences, and policy implications of global warming. <b>(GLOBAL HEALTH)</b>	3	100					X

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						2017-18	2018-19
<b>GEOG 439 Property and the Global Environment</b> This course reviews theoretical and empirical relationships between multiple legal, economic, and cultural approaches to property, and environmental quality and conflicts. <b>(GLIS)</b>	3	100					
<b>GEOG 435H Global Change and Sustainability - Bulgaria</b> Sustainability in the context of climate change, global socioeconomic change and regional transformation in Bulgaria; embedded foreign fieldwork (honors).	3	100					
<b>GEOG 444 African Resources and Development</b> Ecological and cultural factors in the geography of Africa; natural resources and development. (Cross list AFR 444) <b>(GLOBAL HEALTH)</b>	3	100				X	P
<b>GEOG 475 Labor in the Global Economy: U.S. and South African Perspectives</b> This course focuses on how the nature of work is changing in the global economy and the implications for economic opportunity and inequality in both. (Cross list LER 475). <b>(GLIS)</b>	3	50					
<b>GEOG 497C Health Geographies</b> <b>(GLIS)</b>	3	100					
<b><u>GEOSCIENCES (GEOSC)</u></b>							
<b>GEOSC 320 Geology of Climate Change</b> Geologic evidence for climate change and mechanisms of change, especially from the Ice Age through the near future.	3	100	Richard Alley	Spring	39 UG	X	P
<b>GEOSC 402Y Natural Disasters</b> Case studies of the causes and consequences of natural disasters; analysis of disaster impact in different economic, cultural, and social conditions. <b>(GLOBAL HEALTH)</b>	3	100	Kevin Furlong			X	P

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<b>GEOC 451 Natural Resources: Origins, Economics and Environmental Impact</b> Geologic, economic and environmental issues related to exploitation of non-renewable natural resources (metals, minerals, rocks, and fossil fuels). ( <b>GLOBAL HEALTH</b> )	3	100					
<b><u>GERMAN (GER)</u></b>							
<b>GER 083S First-Year Seminar in German</b> Germany's cultural past and present.	3	100					
<b>GER 100 German Culture and Civilization</b> Culture and civilization of the German people from the Germanic migrations to the Nazi period. Conducted in English.	3	100	Daniel Purdy	Spring, Fall	46 UG	X	X
<b>GER 128 The Holocaust in Film and Literature</b> Thematic, formal, and historical analysis of filmic and literary representation of the Holocaust. (Cross list CMLIT 128, ENGL 128, JST 128) ( <b>GLIS</b> )	3	100	Sabine Doran, Benjamin Schreier	Spring, Fall	29 UG	X	X
<b>GER 143 The Culture of Stalinism and Nazism</b> The culture of Stalinist Russia and Nazi Germany in comparative perspective. (Cross list RUS 143) ( <b>GLIS</b> )	3	100	Mallory Bubar, Adam Toth	Spring, Fall	42 UG	X	X
<b>GER 175 Germanic Heroic and Medieval Literature in English Translation</b> Germanic heroic and medieval courtly literature from 800 to 1350 focusing on the prevailing cultural, social, and legal conditions.	3	100					
<b>GER 189 German Film</b> A survey of German film from its beginnings to the present, with emphasis on historical, political, and cultural contexts.	3	100	Samuel Frederick	Spring	35 UG	X	X
<b>GER 190 Twentieth-Century German Literature in English Translation</b> Works of such writers as Boll, Brecht, Durrenmatt, Frisch, Grass, Hesse, Kafka, Mann, Rilke, Weiss, and Wolf.	3	100				X	P

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GER 195 <b>Modern German Drama and Theatre in English Translation</b> Plays and their stage realization by writers such as Brecht, Durrenmatt, Handke, Hauptmann, Kaiser, Schnitzler, Wedekind, and Weiss.	3	100					
GER 200 <b>Contemporary German Culture</b> Germany since WWI, its politics, economics, society, arts, and educational system in the international context; conducted in English. <b>(GLIS)</b>	3	100	Daniel Purdy	Spring, Fall	19 UG	X	P
GER 245 <b>The Vikings</b> Focus on the history of the Vikings from 800 to 1400 as conveyed to us in mythology, literature, and archaeology. Conducted in English.	3	100					
GER 344 <b>Intermediate German Culture</b> An overview of German culture from the Middle Ages to the present. Conducted in German.	3	100	Donald Vosburg	Spring	24 UG	X	X
GER 420 <b>Genre</b> Special studies in a particular literary genre in German literature, such as lyrical poetry, drama, or narrative prose.	3-9	100	Samuel Frederick	Fall	15 UG	X	X
GER 430 <b>History of the German Language</b> Development of German from its earliest stages, including historical and cultural aspects.	3	100	Barry Page	Spring, Fall	17 UG, 5 G		P
GER 431 <b>History of German Literature and Culture I</b> Significant works of German literature before the mid-eighteenth century considered in their cultural context.	3	100	Daniel Purdy	Spring	16 UG		P
GER 432 <b>History of German Literature and Culture II</b> Significant works of German literature from the mid-eighteenth century to the present considered in their cultural context.	3	100		Spring	1 UG	X	P
GER 440 <b>Seminar in German Culture</b> Seminar devoted to a special topic in the field of German culture and civilization.	3-6	100	Thomas Beebee	Fall	11 UG	X	X
GER 472 <b>Romanticism</b> A study of both early and late romanticism, including such writers as Novalis, the Schlegels, E.T.A. Hoffmann, and Heine.	3	100					

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						2017-18	2018-19
<b>GER 497 Special Topics</b> Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.	1-9	100	Andrew Singer	Spring, Fall	8 UG	X	X
<b><u>GREEK (GREEK)</u></b>							
<b>GREEK 420 Greek Prose Authors</b> Readings in representative authors.	3-6	100				X	X
<b>GREEK 425 Greek Historians</b> Translation and study of one or more of the ancient Greek historians.	3-6	100	Mark Munn	Spring	5 UG, 4 G		P
<b>GREEK 430 Greek Poetry</b> Translation and analysis of selected readings in Greek poetry.	3-6	100				X	
<b>GREEK 440 Greek Drama</b> Translation and study of a selected play.	3-6	100	Anna Peterson	Fall	1 UG, 5 G		
<b><u>HEALTH POLICY AND ADMINISTRATION (HPA)</u></b>							
<b>HPA 311 Population Health and Healthcare</b> This course covers fundamental theories, concepts, issues, and strategies related to a population health approach to health and health services	3	25	Patricia Miranda-Hartsuff	Spring	41 UG	X	X
<b>HPA 401 Comparative Health Systems</b> Comparative analysis of health services in selected developed and developing countries. <b>(GLIS) (GLOBAL HEALTH)</b>	3	100	Margaret Winchester	Spring, Fall	44 UG, 1 G	X	X
<b>HPA 440 Principles of Epidemiology</b> Theory of epidemiology and significant case studies. Potential application to health care. (Cross list BBH 440)	3	25	Anne-Marie Chang, Bradley Trager	Spring, Fall	59 UG, 1 G	X	X

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						2017-18	2018-19
HPA 499 Human Resources Management (HRM) and Healthcare in a Social Welfare Context: The Swedish Experience The course will give insight into the Human Resource Management practices and Healthcare system in a contrasting culture with a strong focus on social welfare: Sweden. <b>(TITLE VI FUNDED IN SP 18)</b>	2-3	100	Celeste Newcomb, Diane Spokus, Sumita Raghuram	Spring	27 UG	X	P
HPA 541 Poverty, Race, Ethnicity and Child Health Seminar focusing on disparities in infant, child, and adolescent health, and policies and programs impacting these disparities.	3	50					
<b><u>HEBREW</u></b>							
HEBR 010 Jewish Civilization Life of the Jewish people from Biblical times, emphasizing cultural, religious, and institutional developments. (Cross list JST 010)	3	100	Alan Benjamin				
<b><u>HUMAN DEVELOPMENT AND FAMILY STUDIES (HDFS)</u></b>							
HDFS 287W/Y Intercultural Community-Building An experiential introduction to negotiating differences in small groups, families, institutions, and communities. <b>(GLOBAL HEALTH)</b>	3	100					
HDFS 416 Racial and Ethnic Diversity and the American Family This course will explore the nature and determinants of racial and ethnic variation in family processes in the United States. (Cross list SOC 411) <b>(GLOBAL HEALTH)</b>	3	25	Alyssa Gamaldo	Spring	30 UG, 1 G	X	P
HDFS 499A Early Childhood in Italy Examination of the way in which Italians structure the early childhood years, and the social policies that support this structure..	3	100					

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						2017-18	2018-19
<b>HDFS 499B Historical Roots of the Modern Italian Family</b> Examination of the historical roots of the Italian family system as it has evolved from antiquity to modernity.	3	100					
<b>HDFS 499C Italian Relationships, Both Cultural and Familial</b> Examination of the the cultural factors affecting business, friendship, and family relationships in Italy.	3	100					
<b><u>HISTORY (HIST)</u></b>							
<b>HIST 001 The Western Heritage I</b> A survey of the Western heritage from the ancient Mediterranean world to the dawn of modern Europe.	3	100	Bradford Bouley, Thomas Lawrence, Xiaoyue Wang, Miaosi Zhang	Spring, Fall	140 UG	X	X
<b>HIST 002 The Western Heritage II</b> A survey of the Western heritage from the dawn of modern Europe in the seventeenth century to the present.	3	100	Xiaoran He, Thomas Lawrence, Gregory Peek	Spring, Fall	134 UG	X	X
<b>HIST 005 Ancient Mediterranean Civilizations</b> Survey of the history and cultures of ancient Mediterranean civilizations in Mesopotamia, Egypt, Syro-Levant, Anatolia, Greece, and Rome. (Cross list CAMS 005)	3	100	Garrett Fagan, Mark Munn	Fall, Spring	28 UG		P
<b>HIST 010 World History I</b> Human origins; early civilizations; major political and intellectual developments on all continents; cultural interrelationships to 1500.	3	100	David Atwill, Samantha Billing, Laurent Cases, Michael Hicks, Ronnie Hsia	Spring	189 UG	X	X
<b>HIST 011 World History II</b> Social, economic, and political evolution of societies and cultures from 1500 to the present.	3	100	Katherine Godfrey, Rebekah Martin, Megan McDonic. Zachary Morgan, Gregory Peek, Gregory Smits	Spring	356 UG	X	X

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						2017-18	2018-19
HIST 066 <b>Survey of British History</b> The British Isles and their peoples since the ancient period, emphasizing political, cultural, and intellectual developments and imperial rise and fall.	3	100					
HIST 100 <b>Ancient Greece</b> Greek world from the earliest Aegean cultures to the death of Alexander the Great and the beginnings of Hellenistic civilization. (Cross list CAMS 100)	3	100	Laurent Cases	Spring	74 UG	X	P
HIST 101 <b>The Roman Republic and Empire</b> History of the Roman Republic and Empire from the origins of Rome to the disintegration of the Empire. (Cross list CAMS 101) <b>(GLIS)</b>	3	100	Garrett Fagan, Mark Munn, Laurent Cases	Spring	56 UG	X	P
HIST 102 <b>Canaan and Israel in Antiquity</b> Political, social, and intellectual history of the land of Canaan/Israel in the Biblical era: Late Bronze and Iron Ages. (Cross list CAMS 102, JST 102, RLST 102)	3	100					
HIST 103 <b>The History of Madness, Mental Illness, and Psychiatry</b> This course will examine the ideas that have shaped European and American perceptions of madness, insanity, and mental illness.	3	50	Mary Miles	Spring	78 UG	X	X
HIST 105 <b>The Byzantine Empire</b> Development of Byzantine civilization from the decline of the Roman Empire to the fall of Constantinople.	3	100	Anthony Roeber	Spring	93 UG	X	X
HIST 107 <b>Medieval Europe</b> Rise and development of the civilization of medieval Europe from the decline of Rome to 1500. (Cross list MEDVL 107)	3	100	Thomas Lawrence, Kathryn Salzer	Spring	71 UG, 1 G	X	X
HIST 108 <b>The Crusades: Holy War in the Middle Ages</b> The social and political history of medieval religious warfare in Europe and in the Middle East.	3	100	Kathryn Salzer	Fall	48 UG	X	X
HIST 110 <b>Nature and History</b> A broad introduction to the history of human relationships with nature throughout the world. <b>(GLIS)</b>	3	100	Maia Ramnath	Fall	40 UG	X	P

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HIST 117 <b>Women in Modern History</b> Modernization and women: changing images and roles since mid-eighteenth century in the family, workshop, politics, society; cross-cultural comparisons. (Cross list HIST 117)	3	100				X	X
HIST 118 <b>Modern Jewish History: 1492 to Present</b> Jewish social and political history from 1492 to the present. (Cross list JST 118)	3	100	Tobias Brinkmann	Spring, Fall	24 UG	X	X
HIST 119 <b>Gender and History</b> Survey of the development of gender roles in Western societies from the prehistoric era to the early modern period.	3	100					
HIST 120 <b>Europe Since 1848</b> Political, social, and ideological developments; origin and impact of two World Wars; totalitarianism and democracy; changing role in the world.	3	100	Thomas Martin, Thomas Lawrence, Christine White	Spring, Fall	184 UG	X	P
HIST 121 <b>History of the Holocaust 1933-1945</b> Historical analysis of holocaust themes. (Cross list JST 121) ( <b>GLIS</b> )	3	100	Jacob Labendz, Tobias Brinkmann, Eliyana Adler	Spring, Fall	87 UG	X	X
HIST 124 <b>History of Western Medicine</b> This course explores the history of health, illness, and medicine in western society.	3	100					X
HIST 134 <b>Introduction to the British Isles, 1400-1800</b> Survey of the history and cultures of the British Isles from 1400 to 1800.	3	100				X	X
HIST 140 <b>The Israel-Palestine Conflict</b> Roots of the Israel-Palestine conflict; relations between Arabs and Jews in the Middle East from 19th century to present. (Cross list JST 140) ( <b>GLIS</b> )	3	100	Lior Sternfeld	Spring, Fall	11 UG	X	X
HIST 141 <b>Medieval and Modern Russia</b> Introductory survey, including political, social, economic, and cultural development of Kievan, Muscovite, and Imperial Russia.	1-12	100				X	
HIST 142 <b>History of Communism</b> Marxism; Leninism and evolution of the Soviet Union; formation and development of the Communist bloc; impact of Chinese Communism.	3	100				X	P

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<b>HIST 143 History of Fascism and Nazism</b> The study of right-wing totalitarianism in the twentieth century, with special emphasis on Fascist Italy and Nazi Germany.	3	100	Greg Eghigian, Gregory Peek	Spring, Fall	78 UG	X	X
<b>HIST 144 The World at War: 1939-1945</b> In-depth study of the origins and conduct of World War II. Political and economic aspects as well as military. <b>(GLIS)</b>	3	100	Hilary Coulson, David Greenspoon, Gregory Peek	Spring, Fall	237 UG	X	X
<b>HIST 152 African American History</b> African roots; colonial and revolutionary experiences; slavery and abolitionism; civil war and reconstruction; accommodation and protest; the new militancy. (Cross list AF AM 152)	3	25	Crystal Sanders	Spring	25 UG	X	X
<b>HIST 165 Introduction to Islamic Civilization</b> Islamic history, culture, and religious life c.600-1500 C.E. (Cross list ARAB 165, RLST 165)	3	100	Janina Safran	Fall	14 UG		
<b>HIST 172 Survey of Japanese Civilization</b> Survey of social, institutional, cultural, and religious developments from ancient times to the present.	3	100	Ran Zwigenberg	Fall	27 UG	X	
<b>HIST 173 Vietnam in War and Peace</b> Rise of nationalism and communism; origins of conflict; United States involvement; impact on postwar regional and international politics; contemporary Vietnam.	3	100	Patrick Booz	Fall	48 UG		X
<b>HIST 174 The History of Traditional East Asia</b> Comparative cultural, institutional, and social history of traditional China and Japan to their contact with the industrialized West. (Cross list ASIA 174) <b>(GLIS)</b>	3	100	Patrick Booz, Courtney Fu	Spring, Fall	88 UG	X	P
<b>HIST 175 The History of Modern East Asia</b> Comparative survey of the internal developments and external relations of China and Japan since their contact with the industrialized West. (Cross list ASIA 175) <b>(GLIS)</b>	3	100	Patrick Booz, Gregory Smits, Hsin-Fang Wu	Spring, Fall	171 UG	X	P
<b>HIST 176 Survey of Indian History</b> Survey of cultural, institutional, and political history from ancient times to the present.	3	100					

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HIST 178 <b>Latin-American History to 1820</b> Conquest of the New World, development of colonial institutions, impact on native cultures, and origins of independence movements.	3	100	Matthew Restall, Martha Few	Fall	41 UG	X	X
HIST 179 <b>Latin-American History Since 1820</b> Origin, political growth, international relations, and economic status of the Latin-American republics, with emphasis upon present-day conditions.	3	100	Rebekah Martin	Fall	63 UG	X	X
HIST 180 <b>Ancient Warfare</b> Historical survey of the evolution of warfare in the ancient Mediterranean region from prehistoric times to the Later Roman Empire. (Cross list CAMS 180) <b>(GLIS)</b>	3	100	Mark Munn	Spring	23 UG		
HIST 181 <b>Introduction to the Middle East</b> Origins of Islamic civilization; expansion of Islam; the Ottoman Empire; the Middle East since 1918.	3	100	Jennifer Loewenstein, Janina Safran	Spring, Fall	112 UG	X	X
HIST 182 <b>Asian Trade: Economy, Industrialization and Capitalism in Asia</b> An historical overview of economy, industrialization, globalization and capitalism in Asia from the 16th century to present. (Cross list ASIA 182) <b>(GLIS)</b>	3	100					
HIST 183 <b>Gender, Family, and Society in East Asia</b> Investigates the history of gender, family, love, and sex in East Asia. (Cross list ASIA 183) <b>(GLIS)</b>	3	100					P
HIST 184 <b>Society and Culture in the Pacific War</b> Examines the role of society and culture in the Pacific War's causes, contexts, realities, and aftermath. (Cross list ASIA 184) <b>(GLIS)</b>	3	100					
HIST 185 <b>Asian Pop: The History of Popular Culture in Asia</b> This course examines "low" or non-elite culture, investigating subjects like martial arts, Chinese opera, beggar guilds, popular and folk religion, weddings, teahouses and many others that allow us insight into the day-to-day lives of historical people across Asia. (Cross list ASIA 185) <b>(GLIS)</b>	3	100	Kwok Leong Tang	Spring	39 UG		P

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<b>HIST 186 The Silk Roads</b> A survey of the Silk Roads and maritime routes connecting premodern Europe and Asia, and the cultures that flourished along them. (Cross list ASIA 186) <b>(GLIS)</b>	3	100					
<b>HIST 187 Global Taiwan</b> This course examines the historical, cultural, and ethnic dimensions of Taiwan over several centuries to the present day. (Cross list ASIA 187) <b>(GLIS)</b>	3	100	Kathlene Baldanza	Spring	14 UG		P
<b>HIST 188 Tibet: People, Places and Space</b> This course examines the historical, cultural, and ethnic dimensions of Tibet from the seventh century to the present. (Cross list ASIA 188) <b>(GLIS)</b>	3	100					X
<b>HIST 191 Early African History</b> Explores important economic and cultural transformations in the making of early African empires from 1 MBC to 1750. (Cross list AFR 191)	3	100	Christopher Tounsel	Fall	33 UG	X	
<b>HIST 192 Modern African History</b> Impact of the slave trade, expansion of Islam, colonial conquest, social and cultural transformations, resistance, nationalism, and independence. (Cross list AFR 192)	3	100	Christopher Tounsel	Spring	15 UG	X	
<b>HIST 211 Slavery and Freedom in the Black Atlantic</b> The course will explore the history and role of African and African-descent people in Africa, the Americas, and Europe. (Cross list AF AM 211) <b>(GLIS)</b>	3	100				X	
<b>HIST 220 The Jewish and Other Diasporas</b> Introduction to and survey of the Jewish and other Diasporas around the world. (Cross list JST 220) <b>(GLIS)</b>	3	100					
<b>HIST 235 The Church and the Jews</b> Examination of the relationship between Western church and the Jews from the First Century to Enlightenment. (Cross list JST 235, RLST 235)	3	100					
<b>HIST 250 Introduction to the Modern Caribbean</b> (Cross list AF AM 250)	3	100				X	P

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						2017-18	2018-19
HIST 320 <b>Contemporary World History</b> Aspects of global history in 20th and 21st centuries and study of selected trends and controversies. (GLIS)	3	100					
HIST 401 <b>Ancient Technologies and Socio-cultural History in the Ancient Levant</b> Social and intellectual development in the Ancient Levant as they affected and were affected by technological development. (Cross list JST 401)	3	100					
HIST 402 <b>The Rise of the Greek Polis</b> Development of the Greek city-state from Homeric times to the fifth century B.C.; special references to Athenian society.	3	100					
HIST 403 <b>Alexander the Great and the Hellenistic World</b> The career of Alexander, his impact on his own time, and the Hellenistic legacy.	3	100	Mark Munn	Fall	5 UG		
HIST 405Y <b>The Roman Empire</b> The political and social history of the Roman empire; economic institutions and religious groups which influenced Roman administration.	1-15	100					P
HIST 407 <b>Early Medieval Society</b> Rise of European nations and evolution of their social and political institutions from the time of Constantine to the Crusades.	3	100					
HIST 408 <b>Church and State in the High Middle Ages</b> European political, institutional, and social history in light of church- state tensions from the Crusades to the Renaissance.	3	100				X	P
HIST 409Y <b>European Anti-Semitism from Antiquity to the Present</b> Surveys the history of anti-Semitism in Europe from antiquity through the Middle Ages to the present. (Cross list JST 409Y, RLST 407Y)	1-12	100					
HIST 410 <b>Jews in the Medieval World</b> Trends in medieval Jewish society under Islam and Western Christendom. (Cross list JST 410, RLST 410)	3	100	John Betlyon	Spring	6 UG		PP

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HIST 411 <b>Medieval Britain</b> Political, cultural, and economic history of Britain from circa 400 to 1485 with an emphasis on the kingdom of England. (Cross list MEDVL 411)	3	100	Benjamin Hudson	Spring	27 UG, 1 G		X
HIST 412 <b>Intellectual History of the Middle Ages</b> Intensive study of selected topics, such as philosophy, mysticism, heresy, the church, literary and artistic expression, and science.	3	100					
HIST 413 <b>Medieval Celtic Studies</b> Celtic civilization from antiquity to the end of the middle ages. (Cross list MEDVL 413)	3	100				X	P
HIST 414 <b>Renaissance and Reformation</b> The transformation of consciousness from medieval to modern times, with special emphasis on Renaissance Italy and Reformation Germany.	3	100	Bradford Bouley	Spring	34 UG		P
HIST 415 <b>Race, Gender, and Politics in the United States and South Africa</b> This thematic course will compare key issues, figures, and events in the historical development of the United States and South Africa.	3	50					
HIST 416 <b>Zionism</b> History of Zionist thought and politics to the foundation of Israel 1948. (Cross list) <b>(GLIS)</b>	3	100	Lior Sternfeld	Spring	15 UG		X
HIST 417 <b>The Age of Absolutism</b> Seventeenth- and eighteenth-century royal absolutism in France, Prussia, and Austria; concurrent economic, social, and scientific developments; the Enlightenment.	3	100	Anthony Roeber	Fall	31 UG		
HIST 418 <b>The French Revolution and the Napoleonic Era</b> Development of revolutionary France and the First French Empire and their impact on Europe from 1789 to the Vienna settlement.	3	100					P

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						2017-18	2018-19
<b>HIST 418W The French Revolution and the Napoleonic Era</b> Development of revolutionary France and the First French Empire and their impact on Europe from 1789 to the Vienna settlement.	3	100					
<b>HIST 419 The History of Feminist Thought</b> A critical analysis of European and United States feminist thought from the renaissance to the present.	3	50					
<b>HIST 420 Recent European History</b> Impact of two World Wars in twentieth century; social conflict and economic catastrophe; political radicalism; post-1945 recovery and cooperation.	3	100	Tobias Brinkmann	Fall	34 UG	X	X
<b>HIST 421 The History of European Women</b> European women's lives from the Middle Ages to the present. (Cross list WMNST 421)	3	100					
<b>HIST 426 Holocaust</b> This course is an in-depth study of the history of the Holocaust in Europe that puts special emphasis on primary sources. (Cross list JST 426) <b>GLIS</b>	3	100	Tobias Brinkmann	Spring	17 UG	X	P
<b>HIST 427 Germany Since 1860</b> Bismarckian power-state; rise to economic dominance; welfare and warfare under Weimar republic and Hitler; post-1945 reconstruction and democracy.	3	100				X	
<b>HIST 430 Eastern Europe in Modern Times</b> Influence of geography, economic conditions, and nationalism upon the Eastern European and Balkan peoples; Pan-Slavism, conflicting interests of the great powers.	3	100					
<b>HIST 431 Black Liberation and American Foreign Policy</b> This course deals with American foreign policy and Black liberation in Africa since 1945. (Cross list AF AM 431)	3	100					

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<b>HIST 432 Between Nation and Empire: The Caribbean in the 20th Century</b> An exploration of the political evolution of the Caribbean Region over the course of the 20th Century. (Cross list AF AM 432)	3	100	Zachary Morgan	Spring	22 UG, 1 G		P
<b>HIST 433 Imperial Russia, 1700-1917</b> Enlightened absolutism, mercantilism, westernization; economic progress, liberal reforms, and revolutionary movement; major intellectual and cultural trends; Russia as great power.	3	100					
<b>HIST 434 History of the Soviet Union</b> Revolution; social, political, economic, and cultural continuity and change in the U.S.S.R. since 1917.	3	100					
<b>HIST 436 Great Britain Under the Tudors and Stuarts, 1485-1688</b> Religious, political, and constitutional developments in the British Isles.	3	100		Spring	1 UG		X
<b>HIST 437 Great Britain 1688-1867</b> Social, economic, and political history of Great Britain from late Stuart times until the mid-Victorian era.	3	100					P
<b>HIST 438 Great Britain 1867-Present</b> Social, economic, and political history of Great Britain from the mid- Victorian era to the present.	3	100					
<b>HIST 439 Women and the Holocaust</b> Analysis of women's experience in the Holocaust and exploration of the role of gender in Holocaust Studies. (Cross list JST 439) <b>(GLIS)</b>	3	100				X	P
<b>HIST 457 The History of Women in Science</b> Critical analysis of the roles women, gender, and minorities have played in natural sciences. (Cross list WMNST 457)	3	25				X	
<b>HIST 460 United States Foreign Intelligence</b> Aims, methods, and organization of U.S. foreign intelligence from the American Revolution to the Cold War and beyond.	3	100					

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						2017-18	2018-19
HIST 461 <b>The Emergence of the American City: 1100-1880</b> The growth of American cities from their urban origins in Europe and the Native-American Southwest to 1880.	3	25					
HIST 467 <b>Latin America and the United States</b> Historical development of policies of the United States with regard to Latin- American affairs from colonial times to the present. (Cross list LTNST 467) <b>(GLIS)</b>	3	50				X	P
HIST 468 <b>Mexico and the Caribbean Nations in the Twentieth Century</b> Political, economic, and social development in Mexico and the Caribbean since 1900. Emphasis on Mexican, Guatemalan, and Cuban revolutions.	3	100					X
HIST 470 <b>Modern Bondage: Slavery in the Americas, 1492-1888</b> The work, culture, ideology, and political economy of slavery in the Americas between 1500 and 1888. <b>(GLIS)</b>		50					
HIST 471 <b>Classical Islamic Civilization, 600-1258</b> Pre-Islamic Arabia; Muhammad; Arab conquests; Islamic beliefs and institutions; literary, artistic, and scientific achievements; relations with Europe; breakdown of unity. (Cross list) <b>(GLIS)</b>	3	100	Janina Safran	Spring	15 UG	X	X
HIST 472 <b>The Ottoman Empire and Other Muslim States</b>	3	100					
HIST 473 <b>The Contemporary Middle East</b> Political, economic, and social changes in Turkey, Iran, Israel, and the Arab countries in the twentieth century; Arab-Israeli conflict. <b>(GLIS)</b>	3	100	Lior Sternfeld	Fall	9 UG, 1 G	X	X
HIST 474 <b>Early Modern Japan</b> Japanese history from 1580-1880. (Cross list JAPNS 426, ASIA 474)	3	100					

Course #, Title, Short Description	Credit Hours	Percentage of Area/International Studies	Instructor	Semester Offered	Enrollment 2016-17	Current/Future Offerings	
						2017-18	2018-19
<b>HIST 475Y The Making and Emergence of Modern India</b> India's transition to social, economic, and political modernity through the experience of British colonial rule and the nationalist struggle.	3	100					
<b>HIST 476 Technology &amp; Society in Modern Asia</b> Role of technology in modernization, national identity, and foreign relations of an Asian country from 19th century to present day. (Cross list ASIA 476) <b>(GLIS)</b>	3	100					
<b>HIST 479 History of Imperialism and Nationalism in Africa</b> Theories and types of imperialism; varied patterns of colonial administration; initial African responses; nationalism; decolonization and independence. <b>(GLIS)</b>	3	100					
<b>HIST 480 Japan in the Age of Warriors</b> An overview of Japan from the 10th to 17th century, a period of political decentralization, cultural efflorescence, and social change. (Cross list ASIA 480) <b>(GLIS)</b>	3	100	Gregory Smits	Spring	24 UG		P
<b>HIST 481 Modern Japan Since 1800</b> The transformation of Japan from a pre-modern, isolated, and agricultural nation into a highly industrialized world power.	3	100				X	P
<b>HIST 483 Chinese Society and Culture to 1800</b> The social, political, and cultural issues and developments from ancient to the late-imperial times.	3	100					P
<b>HIST 484Y History of Chinese Thought</b> A study of the dynamic historical development of Chinese thought with its diverse expressions from antiquity to the present.	3	100					
<b>HIST 485Y Nineteenth-Century China</b> Ch'ing society and institutions; "opening" to the west; imperialism; domestic upheaval and its effect upon Chinese society; reform movements.	3	100					

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						2017-18	2018-19
HIST 486 <b>Twentieth-Century China</b> China from the Republican Revolution of 1911 to the present; nationalism, cultural change; development of communism.	3	100				X	P
HIST 489 <b>International Culture in East Asia</b> Study of the role of culture in East Asian regional and East-West international relations. (Cross list PL SC 486, ASIA 489) <b>(GLIS)</b>	3	100					
HIST 491 <b>British Civil Wars and Revolutions, 1639-1651</b> This is an advanced course on the history of the general crisis in the British Isles, from the outbreak of war between England and Scotland in 1639 to the securing of the Commonwealth regime following the destruction of the last major royalist army in 1651.	3	100					
HIST 492 <b>Witchcraft in Early Modern Europe</b> Survey of the social, economic, political, and religious conditions of accusations and prosecutions of witchcraft in Western Europe and North America, from 1500 to 1700.	3	100	Daniel Beaver	Spring	10 UG		P
<b><u>HORTICULTURE (HORT)</u></b>							
HORT 499C/ 499 D <b>Food Security Strategies for Smallholder Agriculture in Southeast Asia</b> This course explores regional food security issues and poverty alleviation strategies for small farms. Requires travel to Southeast Asia between semesters. (Cross list INTAG 499C)	2	100					
<b><u>INTERNATIONAL BUSINESS (IB)</u></b>							
IB 303 <b>International Business Operations</b> A survey of the major aspects of international business environment and operations with an emphasis on the cultural dimension.	3	100	Vernis Welmon, Peter Mhando	Spring, Fall	610 UG	X	X

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Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment 2016-17	Current/Future Offerings	
						2017-18	2018-19
<b>IB 440 Globalization and its Implications</b> This course explores the socioeconomic implications of globalization. Globalization and Its Implications This course explores the socioeconomic implications of globalization. (Cross list AFR 440 and PLSC 440) ( <b>GLIS</b> )	3	100					
<b>IB 460 International Business in Emerging Nations</b> An overview of international business strategies and economic environments of emerging nations with a specific focus on markets in China, India, and Southeast Asia.	3	100	Peter Mhando	Fall	25 UG	X	X
<b>IB 470 International Development in an African Context</b> This course looks at international development from an African perspective and discusses the prospects for African economic growth in the 21st Century.	3	100				X	P
<b><u>INTERDISCIPLINARY HUMANITIES (I HUM)</u></b>							
<b>I HUM 150 World Mythologies in the Arts</b> Interdisciplinary, cross cultural, historical, and contemporary study of world mythologies as represented in the visual arts, literature, and film.	3	100					
<b>I HUM 311 The Western Tradition I</b> From prehistory through the Roman world.	3	100					
<b>I HUM 410 Religion and Culture</b> A comparative examination of several world religions in their social and cultural contexts.	3	100					
<b>I HUM 461 Selected Periods in the Humanities</b> Interdisciplinary studies dealing with selected periods of world culture.	3	100					
<b><u>INTEGRATIVE ARTS (INART)</u></b>							
<b>INART 62 West African and African American Arts: from the 1960s to the present</b> An introduction to West African and African American Arts from the 1960s to the present.	3	100	Veronica Hicks, Ciara Newton	Spring, Fall	51 UG	X	X

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INART 62U <b>West African and African American Arts: from the 1960s to the present</b> An introduction to West African and African American Arts from the 1960s to the present.	3	100					
<b><u>INSTRUCTIONAL SYSTEMS (INSYS)</u></b>							
INSYS 100 <b>World Technologies and Learning</b> This course examines the impact of learning technologies from email to online learning on world cultures from a socio-technical perspective.	3	100					
<b><u>INTERNATIONAL AFFAIRS (INTAF)</u></b>							
INTAF 501 <b>Water and Sustainable Development</b> This course addresses the scientific theory and practical considerations necessary to manage water resources in an international sustainable development context.	3	100					P
INTAF 503 <b>Hazards, Disasters, and International Affairs</b> Hotspots, tipping points, and international approaches to prepare for, respond to, and recover from hazards, disasters and complex humanitarian emergencies.	3	100					
INTAF 504 <b>Political Economy of Development and Growth</b> Theories of economic growth and established empirical evidence are used to explain differential levels of economic development across the world.	3	100	Johannes Fedderke	Spring	11 G	X	P
INTAF 508 <b>Domestic Influences on Foreign Policy</b> This course will examine how domestic politics influences the formulation and implementation of foreign policy in the United States and other major powers	3	100	Dennis Jett	Fall	3 UG, 12 G	X	

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						2017-18	2018-19
<b>INTAF 594 Research Topics</b> Supervised student activities on research projects identified on an individual or small-group basis.	1 - 15	100	Joseph Dethomas, Larry Backer, Johannes Fedderke, Scott Gartner, Dennis Coleman, Flynt Leverett, Sophia McClellenn, Tiyanjana Maluwa	Fall, Spring	15 G	X	P
<b>INTAF 595 Internship</b> Supervised off-campus, nongroup instruction, including field experiences, practicums, or internships. Written and oral critique of activity required.	1 - 12	100	Scott Gartner	Fall, Spring	3 UG, 27 G	X	P
<b>INTAF 596 Individual Studies</b> Creative projects, including non-thesis research, that are supervised on an individual basis and that fall outside the scope of formal courses.	1-9	100	Flynt Leverett, Scott Gartner	Spring	2 G	X	
<b>INTAF 597 Special Topics</b> Formal courses given on a topical or special interest subject which may be offered infrequently.	1-9	100	Larry Backer, Joseph DeThomas, Scott Gartner, Douglas Lemke, Flynt Leverett, Sophia McClellenn	Fall, Spring	8 UG, 106 G	X	X
<b>INTAF 598 Special Topics</b> Formal courses given on a topical or special interest subject which may be offered infrequently.	1-9	100	Susan Farmer	Fall, Spring	3 G	X	P
<b>INTAF 801 Actors, Institutions, and Legal Frameworks in International Affairs</b> Addresses the principal actors, institutions, and legal frameworks which operate in international relations.	3	100	Larry Backer	Spring	9 UG, 41 G	X	P
<b>INTAF 802 Foundations of Diplomacy and International Relations Theory</b> Addresses the central tenets of diplomacy and international relations and theories and concepts that underpin the study of international relations.	3	100	Dennis Jett	Fall	8 UG, 42 G	X	P

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						2017-18	2018-19
<b>INTAF 803 Multi-sector and Quantitative Analysis</b> Introduces students to quantitative methods applicable to various issue areas, including international relations, economics, business, law, education, health, and environment.	3	100	Johannes Fedderke	Spring	9 UG, 47 G	X	P
<b>INTAF 804 Global Cultures and Leadership</b> Introduces students to cultural theories and to an understanding of how socio-cultural beliefs may impede or accelerate social change.	3	100	Sophia McClemmen	Fall	8 UG, 44 G	X	X
<b>INTAF 805 International Economics: Principles, Policies, and Practices</b> Addresses principles, policies, and practices in international trade and finance that are fundamental for understanding international economic relations.	3	100	Johannes Fedderke	Fall	8 UG, 41 G	X	P
<b>INTAF 810 Energy, International Security, and the Global Economy</b> This course explores the economic, political, and strategic implications of ongoing trends in global energy markets, particularly oil and gas markets.	3	100	Flynt Leverett	Fall	1 UG, 12 G		X
<b>INTAF 812 The Role of Intelligence in International Relations</b> This course examines how governments gather intelligence, how it is analyzed and what impact it has on policy makers.	3	100	Dennis Jett	Spring	1 UG, 9 G	X	P
<b>INTAF 814 U.S. Policy in the Middle East</b> This course focuses on the strategic challenges facing U.S. policymakers in one of the world's economically, politically, and strategically most important regions.	3	100	Flynt Leverett	Fall	2 UG, 18 G	X	P
<b>INTAF 815 Dynamics of International Economic Order: Law, Politics, and Power</b> This course examines the cross-cutting relationship between political power and global economic governance.	3	100	Flynt Leverett	Spring	1 UG, 22 G	X	P

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						2017-18	2018-19
<b>INTAF 816 War and Peace</b> This course examines how wars begin, how they end and the responsibility of the international community in bringing an end to the fighting and dealing with the effects of the conflict.	3	100	Flynt Leverett	Spring	1 UG, 18 G	X	P
<b>INTAF 890 Colloquium on Current Policy Challenges</b> Survey of major transnational social problems confronting the world, suggested by the Copenhagen Consensus, such as: climate change; communicable diseases; conflict and arms proliferation; access to education; financial instability; governance and corruption; malnutrition and hunger; migration; sanitation and access to clean water; and subsidies and trade barriers.	3	100	Flynt Leverett	Spring	9 UG, 39 G	X	
<b>INTERNATIONAL AGRICULTURE (INTAG)</b>							
<b>INTAG 100 Introduction to International Agriculture</b> Ag in developing countries; contemporary crucial issues in global agriculture; emphasizing hunger and food security.	3	100	Daniel Tobin	Spring, Fall	84 UG	X	X
<b>INTAG 300 Agricultural Production and Farming Systems in the Tropics</b> This course focuses on contemporary issues in tropical agriculture and the production of crops, livestock and forestry within tropical agro-ecosystems.	3	100					X
<b>INTAG 499B Sustainable Agriculture and Development in Brazil</b> Explore critical issues in sustainable agriculture and development in different Brazilian regions, culminating with spring break study tour in Brazil.	3	100					
<b>INTAG 499C/ INTAG 499D Food Security Strategies for Smallholder Agriculture in Southeast Asia</b> This course explores regional food security issues and poverty alleviation strategies for small farms. Requires travel to Southeast Asia between semesters.	2	100					

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						2017-18	2018-19
<b>INTAG 499G Exploring Greek Food Systems</b> Learn about food systems in Greece, how economic issues are affecting agriculture, and the history and culture of the country.	2.5	100					
<b>INTAG 499I Exploring Greek Food Systems</b> Travel to Thessaloniki and surrounding sites. Learn about food systems in Greece, how economic issues are affecting agriculture, and the history and culture of the country.	0.5	100					
<b>INTAG 499 L Exploring Contemporary Issues in the Caribbean: A Journey Through Trinidad and Tobago</b> Exploring cultural history and social policy which influences societal issues on the islands of Trinidad and Tobago.	3	100					
<b>INTERNATIONAL STUDIES (INTST)</b>							
<b>INTST 100 Introduction to International Studies</b> An introductory multidisciplinary course designed to familiarize students with critical international issues.	3	100					
<b>INTST 400 Seminar in International Studies</b> An upper-division seminar focusing on one or two critical international issues from an interdisciplinary perspective; individual projects.	3	100					P
<b>INFORMATION SCIENCES AND TECHNOLOGY (IST)</b>							
<b>IST 235 Gender and the Global Information Technology Sector</b> Integrates information technology and gender studies. Overview issues and socio-cultural shaping of gender in the IT field. (Cross list WMNST 235).	3	100	Eileen Trauth	Spring	29 UG	X	P
<b>IST 341 Human Diversity in the Global Information Economy</b> Globalization, human diversity and their impacts on IT products, work, workforce, and the knowledge economy and social inclusion in general.	3	100					

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						2017-18	2018-19
IST 442 <b>Information Technology in an International Context</b> International concepts to improve strategies for the design, dissemination, and use of information technology.	3	100	Carleen Maitland	Spring	22 UG	X	P
IST 442 <b>Globalization Trends and World Issues</b> This course covers trends in globalization and their influence on U.S. policy making as well as the role of the U.S. in international issues.	3	100					
<b>ITALIAN (IT)</b>							
IT 083S <b>First-Year Seminar in Italian Literature, Film, and Culture</b> Introduction to the study of Italian literature, film, and culture.	3	100					
IT 130 <b>Italian Culture and Civilization</b> Italian life from antiquity to the present; literature, film, the arts, and contemporary problems in historical perspective. <b>(GLIS)</b>	3	100	Michael Edwards	Spring	84 UG	X	X
IT 131 <b>Italian American Culture and Civilization</b> Italian-American experience from the late 19th century to present. Socio-political issues seen through cinema and through literary and other readings. <b>(GLIS)</b>	3	100	Johanna Wagner	Fall	49 UG	X	P
IT 230 <b>Masterpieces of Italian Literature in English Translation</b> Emphasis on works and authors of international importance. Lectures, readings, and written work in English. <b>(GLIS)</b>	3	100					
IT 297 <b>Special Topics</b> Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.	1-9	100	Maria Truglio	Spring	5 UG		P
IT 325 <b>Introduction to Italy's Genius</b> Focus on the art, literature, and philosophy of Italy from the Renaissance to present. In Italian.	3	100	Sherry Roush	Spring	8 UG		X

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						2017-18	2018-19
<b>IT 330W Greatest Books of Italian Literature</b> A survey of the greatest books of Italian literature (prose, poetry, drama). Time period varies each semester. In Italian.	3	100					
<b>IT 412 Theory and Practice of Translation</b> Advanced practicum in Italian explores the technical, artistic, and practical applications of translation between Italian and American cultures.	3	100					X
<b>IT 415 Dante</b>	3	100	Michele Rossi	Fall	21 UG		
<b>IT 422 Topics in the Italian Renaissance</b> Topics vary by year and may include "Theories of Love," "Magic, Witchcraft, Alchemy, and the Emergence of Modern Science," etc.	3	100	Michele Rossi	Spring	19 UG, 1 G		P
<b>IT 430 Italian Children's Literature</b> This course, conducted in Italian, examines Italian children's books from the post-unification period (1880s) to the present day.	3	100				X	P
<b>IT 450 Nineteenth-Century Italian Literature</b> Italian romanticism, Verismo and neoclassicism, their origin and development in the novel, poetry, and drama.	3	100					X
<b>IT 460 Twentieth-Century Italian Literature</b> Modern and contemporary Italian prose, drama, and poetry.	3	100				X	X
<b>IT 475 Modern Italian Literature and Cinema</b> Focus on silent films, fascism, WWII, Resistance, Neorealism, and reactions against Neorealism. <b>(GLIS)</b>	3	100				X	X
<b>IT 480 Italian Women Writers Through the Centuries</b> Analysis of the works of women authors in their historical and literary contexts. (Cross list WMNST 480)	3	100	Maria Truglio	Spring	14 UG		P
<b>IT 485 Italian-American Cultural Studies</b> In-depth exploration of Italian-American cultural contributions. <b>(GLIS)</b>	3	100				X	P

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						2017-18	2018-19
IT 490 <b>Dante in Translation</b> The reading of Dante's Divine Comedy and selected minor works. (GLIS)	3	100	Sherry Roush	Spring	12 UG	X	P
IT 497 <b>Special Topics</b> Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.	1-9	100	Sherry Roush	Spring, Fall	17 UG		X
<b><u>JEWISH STUDIES (JST)</u></b>							
JST 004 <b>Jewish and Christian Foundations</b> Introduction to the perspectives, patterns of worship, morality, historical roots, and institutions of the Judeo-Christian traditions; their relationship to culture. (Cross list CAMS 004, RLST 004) (GLIS)	3	100	John Betlyon	Spring, Fall	18 UG	X	X
JST 010 <b>Jewish Civilization</b> Life of the Jewish people from biblical times; emphasizing cultural, religious, and institutional developments. (Cross list HEBR 010)	3	100	Alan Benjamin, Jacob Labendz	Spring, Fall	85 UG	X	X
JST 012 <b>Lands of the Bible</b> Textual and archaeological evidence for the lands, cities, and peoples associated with the Hebrew Bible and Christian scriptures. (Cross list CAMS 012, RLST 012)	3	100	John Betlyon	Fall	10 UG	X	X
JST 60 <b>Society and Cultures in Modern Israel</b> An introduction to the society and cultures of the State of Israel from 1948 to the present. (Cross list ANTH 060, PL SC 060, SOC 060)	3	100	Alan Benjamin	Spring, Fall	30 UG	X	X
JST 70 <b>Prophecy: The Near East Then and Now</b> Prophecy in the ancient Near East, the ancient Jewish and Christian traditions, and today. (Cross list CAMS 070, RLST 070)	3	100					
JST 083S <b>First-Year Seminar in Jewish Studies</b> Critical approaches to the history, sociology, and literature of Jewish Studies.	3	100					

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						2017-18	2018-19
JST 90 <b>Archaeology of Jerusalem: Past and Present</b> Archaeology and history of Jerusalem from earliest times (c. 3000 BCE) to the present. (Cross list CAMS 090, RLST 090)	3	100				X	P
JST 102 <b>Canaan and Israel in Antiquity</b> Political, social, and intellectual history of the land of Canaan/Israel in the Biblical era: Late Bronze and Iron Ages. (CAMS 102, HIST 102, RLST 102)	3	100				X	P
JST 106 <b>Mysticism</b> A survey of the history, philosophy, and cultural impact of various mystical traditions in relation to world religions. (Cross list RLST 106)	3	100	David Ostrich	Spring, Fall	5 UG	X	X
JST 110 <b>Hebrew Bible: Old Testament</b> Introduction to the history, literature, and religion of ancient Israel. (Cross list CAMS 110, RLST 110)	3	100	Michael Legaspi	Spring	10 UG	X	X
JST 111 <b>Early Judaism</b> Religious thought, practices, and parties in the Second Temple period; the emergence of rabbinic Judaism. (Cross list CAMS 111, RLST 111)	3	100				X	X
JST 114 <b>Modern Judaism</b> Trends in Jewish life and thought since the French revolution; Judaism's responses to the challenge of modernity. (Cross list RLST 114)	3	100	David Ostrich	Spring	5 UG	X	X
JST 118 <b>Modern Jewish History: 1492 to Present</b> Jewish social and political history from 1492 to the present. (Cross list HIST 118)	3	100	Tobias Brinkmann	Fall	6 UG	X	X
JST 121 <b>History of the Holocaust 1933-1945</b> Historical analysis of holocaust themes. (Cross list HIST 121) ( <b>GLIS</b> )	3	100	Jacob Labendz, Tobias Brinkmann, Eliyana Adler	Spring, Fall	92 UG	X	X
JST 124 <b>Early and Medieval Christianity</b> Analysis in cultural context of selected thinkers, ideas, and movements in Christianity from the second through the fifteenth century. (Cross list CAMS 124, RLST 124)	3	100	Tawny Holm	Fall	12 UG	X	

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						2017-18	2018-19
JST 128 <b>The Holocaust in Film and Literature</b> Thematic, formal, and historical analysis of filmic and literary representation of the Holocaust. (Cross list ENGL 128, GER 128, and CMLIT 128) ( <a href="#">GLIS</a> )		100	Sabine Doran, Benjamin Schreier	Spring, Fall	19 UG	X	X
JST 131 <b>Jewish Literature: An International Perspective</b> Literature of the Jewish tradition in various cultures and contexts, such as Europe, Israel, Islamic countries, and the Americas. (Cross list CMLIT 131)	3	100					
JST 134 <b>Archaeology of Biblical Israel</b> Archaeology of Biblical Israel from 1200 B.C.E. to c. 640 C.E.; relationship between archaeological and textual evidence. (Cross list CAMS 134, RLST 134)	3	100					
JST 137 <b>Women and Religion</b> Jewish and Christian religious views on womanhood; thought and lives of important religious women; and feminist understandings of these. (Cross list RLST 137, WMNST 137)	3	100					
JST 140 <b>The Israel-Palestine Conflict</b> Roots of the Israel-Palestine conflict; relations between Arabs and Jews in the Middle East from 19th century to present. (Cross list HIST 140) ( <a href="#">GLIS</a> )	3	100	Lior Sternfeld	Fall	8 UG	X	X
JST 220 <b>The Jewish and Other Diasporas</b> Introduction to and survey of the Jewish and other Diasporas around the world. (Cross list HIST 220) ( <a href="#">GLIS</a> )	3	100					
JST 235 <b>The Church and the Jews</b> Examination of the relationship between Western church and the Jews from the First Century to Enlightenment. (Cross list HIST 235, RLST 235)	3	100					
JST 280 <b>Women and Judaism</b> Explores the Jewish views of women that have influenced the roles of women within both the religion and Western culture. (Cross list WMNST 280, RLST 280)	3	100					

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						2017-18	2018-19
JST 401 <b>Ancient Technologies and Socio-cultural History in the Ancient Levant</b> Social and intellectual development in the Ancient Levant as they affected and were affected by technological development.	3	100					
JST 405 <b>Ancient Jewish Traditions and Modern Food Movements</b> Jewish laws, customs and attitudes with regard to food production, agricultural policy and eating from biblical to modern times. (Cross list RLST 405)	3	100					P
JST 409Y <b>European Anti-Semitism from Antiquity to the Present</b> Surveys the history of anti-Semitism in Europe from antiquity through the Middle Ages to the present. (Cross list HIST 409Y, RLST 407Y)	3	100					
JST 410 <b>Jews in the Medieval World</b> Trends in medieval Jewish society under Islam and Western Christendom. (Cross list HIST 410, RLST 410)	3	100	John Betlyon	Spring	1 UG		P
JST 411 <b>Jewish Studies</b> Study of the life and thought of a particular period or movement in the history of Judaism. (Cross list RLST 411)	3	100					
JST 426 <b>Holocaust</b> This course is an in-depth study of the history of the Holocaust in Europe that puts special emphasis on primary sources. (Cross list HIST 426) <b>(GLIS)</b>	3	100	Tobias Brinkmann	Spring	17 UG, 1 G	X	P
JST 439 <b>Women and the Holocaust</b> Analysis of women's experience in the Holocaust and exploration of the role of gender in Holocaust Studies. (Cross list HIST 439) <b>(GLIS)</b>	3	100				X	P
JST 450H <b>Genocide and Tyranny</b> This course focuses on the conceptualization and socio-political determinants of genocide and tyrannical regimes, with an emphasis on the Holocaust. (Cross list PLSC 450H) <b>(GLIS)</b>	3	100					

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						2017-18	2018-19
JST 457 <b>Jewish Communities: Identity, Survival, and Transformation in Unexpected Places</b> Examines the global array of smaller Jewish communities that have flourished outside the main urban centers of Jewish settlement. (Cross list ANTH 457, SOC 457) <b>(GLIS)</b>	3	100	Alan Benjamin	Fall	2 UG	X	P
JST 478 <b>Ethics After the Holocaust</b> Explores the philosophical effects of the Holocaust for thinking about the primary question: Is ethics possible? (Cross list RLST 478) <b>(GLIS)</b>	3	100					
<b><u>JAPANESE (JAPNS)</u></b>							
JAPNS 120 <b>Japanese Literature in Its Cultural Context</b> Japanese literature and film from classical through contemporary times, with attention to changing cultural settings. Taught in English.	3	100	Reiko Tachibana	Fall	48 UG	X	X
JAPNS 121 <b>Japanese Film and New Media</b> Survey of Japanese film and new media in the twentieth century and beyond, with attention to changing cultural settings. Taught in English.	3	100	Jonathan Abel			X	P
JAPNS 172 <b>Survey of Japanese Civilization</b> Survey of social, institutional, cultural, and religious developments from ancient times to the present. (Crosslist ASIA 172, HIST 172)	3	100					
JAPNS 421 <b>Courtly Japan</b> Focused study of aristocratic society and culture of Heian period Japan.	3	100				X	X
JAPNS 422 <b>War and the Warrior in Japan</b> Survey of the role of warfare and the warrior in Japan, with attention to changing cultural settings. Taught in English.	3	100				X	P
JAPNS 423 <b>Men, Women, and Animals</b> Japanese history and culture through the lens of relations between men and women and between humans and animals.	3	100					

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						2017-18	2018-19
JAPNS 424 <b>Traveling Voices</b> Transnational Writings of Japan: from Modern to Contemporary Eras.	3	100	Reiko Tachibana	Spring	10 UG		P
JAPNS 425 <b>Beyond Anime</b> Selected works from the history of illustrated narrative from scrolls to chapbook, through film and anime; topics may vary. This seminar-style study of Japanese visual culture will help students see Japanese visual arts in terms that are local to Japanese aesthetics and through those that transcend local cultures.	3	100	Jonathan Abel	Fall	24 UG		X
JAPNS 426 <b>Early Modern Japan</b> Japanese history from 1580 to 1880. (Cross list ASIA 474, HIST 474)	3	100					
JAPNS 450 <b>Introduction to Classical Japanese</b> Basic patterns and structures of Classical Japanese from its development in the 6th century through usage in the 20th century.	3	100					
JAPNS 452 <b>Contemporary Japan: Cultures, Lifestyles, Trends</b> Survey of aspects of modern Japanese society; includes readings from Japanese newspapers, magazines, and fiction; topics may vary each semester.	3-6	100				X	P
JAPNS 453 <b>Japanese Film</b> Selected films and directors representing various aspects of Japanese culture and cinema; topics may vary each semester.	3-6	100					
JAPNS 454 <b>Japanese Literature</b> Selected works from important Japanese texts representing genres such as autobiography, poetry, fiction, and drama; topics may vary each semester.	3-6	100	Charlotte Eubanks	Spring	12 UG, 2 G		P
<b><u>KINESIOLOGY (KINES)</u></b>							

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						2017-18	2018-19
KINES 100 <b>The Cultural and Behavioral Foundations of Kinesiology</b> Philosophical, ethical, historical, cultural, psychological, and behavioral foundations of human movement, health, wellness and exercise. ( <b>GLOBAL HEALTH</b> )	3	100	Mark Dyreson, Francisco Javier Lopez Frias, Scherezade Mama, Thomas Rorke	Spring, Fall	328 UG	X	X
KINES 141 <b>Physical Activity: Historical and Cultural/The Socio-Cultural Dynamics of Kinesiology</b> Evolution of cultural values in physical activity from antiquity to the present.	3	100	Jessica Schultz				P
KINES 442 <b>Sport in Ancient Greece and Rome</b> An examination of the continuity of sport in ancient Greek and Roman societies. (Cross list CAMS 442)	3	100	Stephen Wheeler	Spring	8 UG		P
KINES 443 <b>The Modern Olympic Games</b> An analysis of the modern Olympic Games from their inception through the current festival.	3	100					
<b>KOREAN (KOR)</b>							
KOR 120 <b>Introduction to Korean Culture</b> Survey of Korean culture and society in historical contexts; exploration from antiquity to the contemporary period through diverse media.	3	100					X
KOR 121 <b>Korean Popular Culture</b> Survey of contemporary Korean popular culture in various forms, including pop music, film, TV drama, advertising, comics, and literature.	3	100	We Jung Yi	Spring	27 UG	X	P
KOR 424 <b>Transnational Korean Literature</b> Exploration of seminal Korean texts, including poetry, fiction, autobiography, and criticism, from the early twentieth century to the contemporary era. (Cross list CMLIT 424, ASIA 424)	3	100					
KOR 425 <b>Global Korean Cinema</b> Exploration of Korean cinema from the early twentieth century to the present, with an emphasis on its global/local dynamics. (Cross list CMLIT 425, ASIA 425)	3	100	We Jung Yi	Spring	7 UG	X	X

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<b>KOR 498: Special Topics</b> Formal courses given infrequently to explore, in depth, a comparatively narrow subject that may be topical or of special interest.	1-9	100	Sorin Huh, Susan Strauss	Spring, Fall	13 UG, 1 G	X	X
<b><u>LANGUAGES (LANG)</u></b>							
<b>LANG 051 Elementary Intensive Less Commonly Taught Language for Graduate Students I</b>	3	100					
<b>LANG 052 Elementary Intensive Less Commonly Taught Language for Graduate Students II</b>	3	100					
<b>LANG 053 Intermediate Intensive Less Commonly Taught Language for Graduate Students</b>	3	100					
<b><u>LATIN (LATIN)</u></b>							
<b>LATIN 402 Republican Literature</b> Selected works by Plautus, Lucretius, Catullus, Cicero	3-12	100	Thaddeus Olson	Spring	3 UG, 3 G	X	X
<b>LATIN 403 Augustan Age Literature</b> Selected works by Virgil, Horace, Propertius, Tibullus, Ovid, Livy (content varies).	3-12	100					P
<b>LATIN 404 Silver Age Literature</b> Selected works by Petronius, Seneca, Tacitus, Juvenal, Martial, Pliny the Younger (content varies).	3-12	100	Stephen Wheeler	Fall	2 UG, 3 G	X	P
<b>LATIN 450 History of Latin</b> History of the Latin language and its speakers, from their origins to the 2nd century C.E.	3	100				X	P
<b><u>LABOR STUDIES AND EMPLOYMENT RELATIONS (LER)</u></b>							
<b>LER 136 Race, Gender, and Employment</b> Employment relations and legislative and policy responses to labor force issues of racial and gender inequality. (Cross list WMNST 136) ( <b>GLIS</b> )	3	25	Sarah Damaske, Niki Dickerson Vonlockette, Sean Moeller, Sherron Sparks-Hain	Spring	147 UG	X	X

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<b>LER 400 Comparative Employment Relations Systems</b> Analysis of structure and elements of employment relations systems in developed and developing areas. <b>(GLIS)</b>	3	50	Sio Ieng Hui	Fall	58 UG	X	X
<b>LER 403 International Human Resource Studies</b> Course exploring human resource management from an international perspective. <b>(GLIS)</b>	3	100	Maria Beamond	Fall	28 UG	X	X
<b>LER 475 Labor in the Global Economy: U.S. and South African Perspectives</b> This course focuses on how the nature of work is changing in the global economy, and the implications for economic opportunity and inequality in both. (Cross list GEOG 475) <b>(GLIS)</b>	3	50	Mark Anner	Spring	16 UG, 9 G	X	P
<b>LATINA AND LATINO STUDIES (LTNST)</b>							
<b>LTNST 100 Introduction to Latina/s Studies</b> This course provides an interdisciplinary introduction to the study of Latinas/os in the U.S. <b>(GLIS)</b>	3	100	Joshua Deckman	Spring, Fall	40 UG	X	X
<b>LTNST 326 Reading the Border/Lands</b> This course examines representations of the U.S.-Mexico border in relation to the actual geographic space. (Cross list SPAN 326) <b>(GLIS)</b>	3	100					
<b>LTNST 403 Latina/o Literature and Culture</b> This course provides students with a multi-faceted comparative view of Latina/o literature in relation to other forms of cultural expression. (Cross list CMLIT 403) <b>(GLIS)</b>	3	100	John Ochoa	Spring	1 G	X	X
<b>LTNST 467 Latin America and the United States</b> Historical development of policies of the United States with regard to Latin- American affairs from colonial times to the present. (Cross list HIST 467) <b>(GLIS)</b>	3	50					
<b>LTNST 479 U.S. Latina/o Culture en Espanol</b> The history, culture, art, and social issues of Latinos in the United States. (Cross list SPAN 479) <b>(GLIS)</b>	2-3	50					
<b>MATERIALS SCIENCE AND ENGINEERING (MATSE)</b>							

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MATSE 101 <b>Energy and the Environment</b> Energy utilization and technological development, energy resources, conversion and consequences on the local and global environment, and future energy alternatives. (Cross list EGEE 101) ( <b>GLIS</b> )	3	100					
<b><u>MEDIEVAL STUDIES (MEDVL)</u></b>							
MEDVL 107 <b>Medieval Europe</b> Rise and development of the civilization of medieval Europe from the decline of Rome to 1500	3	100	Kathryn Salzer	Spring	4 UG	X	X
MEDVL 108 <b>Medieval Civilization</b> An interdisciplinary introduction to literature, art, and thought of the Middle Ages.	3	100	Benjamin Hudson	Spring	30 UG	X	P
MEDVL 411 <b>Medieval Britain</b> Political, cultural, and economic history of Britain from circa 400 to 1485 with an emphasis on the kingdom of England. (Cross list HIST 411)	3	100	Benjamin Hudson	Spring	1 UG, 1 G		X
MEDVL 411U <b>Medieval Britain</b> Political, cultural, and economic history of Britain from circa 400 to 1485 with an emphasis on the kingdom of England. (Cross list HIST 411U)	3	100					
MEDVL 413 <b>Medieval Celtic Studies</b> Celtic civilization from antiquity to the end of the middle ages. (Cross list HIST 413)	3	100				X	P
<b><u>MANAGEMENT (MGMT)</u></b>							
MGMT 461 <b>International Management</b> An exploration of the sources of interpersonal conflict and strategies of resolution in the managerial context.	3	100	Wenpin Tsai, Jennifer Roth	Spring, Fall	108 UG	X	X
MGMT 561 <b>Global Strategy and Organization</b> Course focuses on three major aspects of international business: competitive strategy, organization design, and management processes.	1-3	100	Fariborz Ghadar	Spring	19 G	X	P
<b><u>MARKETING (MKTG)</u></b>							

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<b>MKTG 445 Global Marketing</b> Role of international marketing in the global environment; political, economic, geographic, historical, cultural conditions; developing and implementing international marketing strategies.	3	100	David Winterich, Franklin Carter	Spring, Fall	162 UG	X	X
<b><u>MICROBIOLOGY (MICRB)</u></b>							
<b>MICRB 412 Medical Microbiology</b> Characteristics, methods of identification, and pathogenesis of bacteria that cause human disease; principles of disease dynamics and control. <b>(GLOBAL HEALTH)</b>	3	25	Manuel Llinas	Spring	80 UG	X	P
<b><u>NURSING (NURS)</u></b>							
<b>NURS 111S Nursing Roles</b> Introduction to nursing roles/process with emphasis on societal norms and multicultural influences on health care needs.	4	25					
<b>NURS 401 Concepts of Health</b> Exploration of current and ancient concepts of health and their respective modes of intervention. <b>(GLOBAL HEALTH)</b>	3	50	Nancy Kashlak	Fall	8 UG		
<b><u>NUTRITION (NUTR)</u></b>							
<b>NUTR 421 Food Culture and Health Trends</b> Social-political, historic, and geographic roots of food patterns, featuring specific cuisine areas and nutritional disease patterns; includes foods laboratory.	3	100		Fall	30 UG		
<b>NUTR 425 Global Nutrition Problems: Health, Science, and Ethics</b> Examines causes of malnutrition and health problems in low-income countries; explores international cultures and ethical issues related to hunger. <b>(GLIS) (GLOBAL HEALTH)</b>	3	100	Laura Murray-Kolb				X

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NUTR 430 <b>Global Food Strategies: Problems and Prospects for Reducing World Hunger</b> Technological, social, and political solutions to providing basic food needs; food resources, population, and the environment; current issues. ( <b>GLOBAL HEALTH</b> )	3	100					
<b>PHILOSOPHY (PHIL)</b>							
PHIL 006 <b>Philosophy and Literature in Western Culture</b> Explores fundamental issues of human existence through the traditions of western literature and philosophy.	3	100					X
PHIL 007 <b>Asian Philosophy</b> Introduction to philosophical, moral, and aesthetic teachings of Asian traditions such as Hinduism, Buddhism (including Zen), Taoism, Confucianism, and Shintoism.	3	100	Aaron Krempa, Oidimposha Imamkhodjaeva	Spring, Fall	153 UG	X	X
PHIL 009 <b>Philosophy, Race, and Diversity</b> Critically examines the significance of race and cultural diversity for, and in, understandings of reality, knowledge, truth, morality, and justice. ( <b>GLIS</b> )	3	100	Robert Bernasconi	Fall	35 UG	X	X
PHIL 013 <b>Philosophy, Nature, and the Environment</b> Studies competing historical and contemporary conceptions of nature, their philosophical foundations, and their implications for environmental problems and public policy. ( <b>GLIS</b> )	3	25	Tano Posteraro	Spring, Fall	104 UG	X	X
PHIL 105 <b>Introduction to Philosophy of Law and Legal Ethics</b> Historical and contemporary philosophies of law; concepts of responsibility, property, rights, and justice; and ethical issues in legal practice. ( <b>GLIS</b> )	3	25	Kristopher Klotz	Fall	70 UG	X	X
PHIL 108 <b>Introduction to Social and Political Philosophy</b> Critical introduction to political authority, rights, justice, community, inequality, power, pluralism, and other contemporary, social, and political issues. ( <b>GLIS</b> )	3	75	Kimberly Harris	Spring, Fall	39 UG	X	X

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<b>PHIL 118 Introduction to Environmental Philosophy</b> Considers the moral status of the environment and applies ethical theory to issues such as preservation, hunger, pollution, and sustainability. <b>(GLIS)</b>	3	100	Rachel Falkenstern	Spring, Fall	27 UG	X	X
<b>PHIL 133N Ethics of Climate Change</b> This course will cover the science, policy, and ethics of climate change.	3	100				X	X
<b>PHIL 199 Foreign Study--Philosophy</b> Courses offered in foreign countries by individual or group instruction.	1-12	100		Spring, Fall	7 UG		P
<b>PHIL 280H Food, Values, and Health</b> The perceived relationship between food and health, emphasizing the conceptual nature of both; and how values contribute to the relationship. (Cross list FD SC 280H) <b>(GLOBAL HEALTH)</b>	3	50					
<b>PHIL 403 Environmental Ethics</b> Examines ethical theories, justice, rights, community, and human values revolving around such issues as preservation, conservation, pollution, sustainability, and population. <b>(GLIS)</b>	3	100				X	P
<b>PHIL 405 Philosophy of Law</b> Examines philosophical views of the nature of law, legal ethics, law and society through questions regarding definition, interpretation, and institutions. <b>(GLIS)</b>	3	100					X
<b>PHIL 408 Social and Political Philosophy</b> Historical and philosophical foundations of political organization, authority, and justice, and contemporary issues of rights, community, and culture. <b>(GLIS)</b>	3	100	John Christman	Fall	24 UG	X	X
<b>PHIL 437 World Philosophies and Cultures</b> Philosophical traditions, problems, and authors in African, Asian, Middle- Eastern, Native American, or other non-Western cultures and intellectual traditions.	3	100				X	P
<b>PHIL 439 Asian Philosophies and Issues</b> Exploration of the traditions, problems, and authors of one or more of the philosophical systems of Buddhism, Hinduism, Taoism, and Confucianism.	3	100					

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<b><u>POLITICAL SCIENCE (PLSC)</u></b>							
<b>PLSC 003 Introduction to Comparative Politics</b> Introduction to study of comparative government and politics: normative/ empirical theories; government functions in modern societies; representative structures and processes	3	100	Matthew Golder James Binney, Jin Lee	Spring, Fall	499 UG	X	X
<b>PLSC 014 International Relations</b> Characteristics of modern nation-states and forces governing their international relations; nationalism; imperialism; diplomacy; current problems of war and peace.	3	100	Michael Soules, Benjamin Ostick, Errol Henderson, Douglas Lemke, Laura Roost, Douglas Lemke, Glenn Palmer, Jin Lee	Spring, Fall	613 UG	X	X
<b>PLSC 020 Comparative Politics—Western Europe</b> Comparative analysis of political cultures, interest groups, parties, and decision-making processes in principal Western European political systems.	3	100				X	
<b>PLSC 022 Politics of the Developing Areas</b> The impact of colonialism, nationalism, and development policy on the political culture, structure, and transformation of post-colonial regimes. <b>(GLIS)</b>	3	100	James Binney	Spring, Fall	180 UG		P
<b>PLSC 060 Society and Cultures in Modern Israel</b> An introduction to the society and cultures of the State of Israel from 1948 to the present.	3	100	Alan Benjamin	Spring	20 UG	X	X
<b>PLSC 091 Introduction to Peace and Conflict Studies</b> Introduction to theory and practice concerning major contemporary issues of peace and conflict; includes anthropological, technological, psychological, and economic perspectives. <b>(GLIS)</b>	3	100					
<b>PLSC 132 The Politics of International Intolerance</b> Introductory course emphasizing psychological, historical, and political aspects of global intolerance towards minorities. <b>(GLIS)</b>	3	100					

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						2017-18	2018-19
PLSC 135 <b>The Politics of the Ecological Crisis</b> The political implications of the increasing scarcity of many of the world's resources. (GLIS)	3	100					
PLSC 411 <b>Principles of International Cooperation</b> An exploration of the forces that make conflict, or cooperation, more likely in international relations.	3	100					
PLSC 412 <b>International Political Economy</b> The transnational politics of trade, investment, aid, raw materials, and the environment; nation-states, multinational corporations, and the U.N. (GLIS)	3	100	Subhanan Mukherjee, Boliang Zhu, Robert Packer	Spring, Fall	158 UG	X	X
PLSC 415 <b>International Organization: Political and Security Functions</b> Theory and evolution of international organization; political and security functions of the United Nations and regional organizations.	3	100					
PLSC 415 <b>International Relations Theory</b> A survey of traditional and contemporary conceptual frameworks and theoretical approaches for the analysis of international relations.	3	100					
PLSC 428 <b>Gender and Politics</b> Gender in politics in the United States and around the world; major areas of women and politics research. (Cross list WMNST 428) (GLIS)	3	75	Erin Heidt-Forsythe, Anne Whitesell	Spring, Fall	44 UG, 1 G	X	X
PLSC 434 <b>War and Development in Africa</b> This course will examine the relationship between war and development in sub-Saharan Africa in the post-colonial era. (Cross list AFR 434)	3	100				X	P
PLSC 436 <b>Civil Wars</b> This course examines factors influencing the onset, duration, severity, termination, recurrence, and consequences of civil wars around the world. (GLIS)	3	100	Subhanan Mukherjee	Spring, Fall	69 UG, 1 G	X	P
PLSC 437 <b>War in World Politics</b> Causes, resolution, and consequences of crises and wars; testing theories of conflict using both case and statistical studies. (GLIS)	3	100	Robert Packer, David Bennett, Michael Kenwick	Spring, Fall	68 UG, 2 G	X	X

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PLSC 439 <b>The Politics of Terrorism</b> Analysis of political terrorism as a violent alternative for peaceful change and traditional warfare in the nuclear age. (GLIS)	3	100	Peter Hatemi, James Piazza, Bryan Arva	Spring, Fall	98 UG, 8 G	X	X
PLSC 440 <b>Globalization and Its Implications</b> This course explores the socioeconomic implications of globalization. (Cross list AFR 440, IB 440) (GLIS)	3	100	Xun Cao	Spring, Fall	61 UG	X	X
PLSC 443 <b>Ethnic Conflict in Africa</b> This course explores the various causes and impacts of ethnic conflicts in the African context. (Cross list AFR 443) (GLIS) (GLOBAL HEALTH)	3	100	Kidane Mengisteab	Fall	18 UG, 1 G	X	X
PLSC 450H <b>Genocide and Tyranny</b> This course focuses on the conceptualization and socio-political determinants of genocide and tyrannical regimes, with an emphasis on the Holocaust. (Cross list JST 450H) (GLIS)	3	100				X	P
PLSC 451 <b>The Politics of Human Rights</b> This course examines the politics of human rights and repression, focusing on the causes and consequences of state sponsored violence and human rights violations. (GLIS)	3	100	Laura Roost				P
PLSC 453 <b>Political Processes in Underdeveloped Systems</b> Comparative analysis of the political, social, and economic problems characteristic of underdeveloped systems.	3	100	Elizabeth Carlson, Vineeta Yadav	Spring, Fall	67 UG, 1 G	X	X
PLSC 454 <b>Government and Politics of Africa</b> Contemporary African politics, institutions, and ideologies; patterns of change, social forces, and nation building in selected African states. (Cross list AFR 454)	3	100	Laura Roost	Spring	21 UG	X	X
PLSC 459 <b>Culture and World Politics</b> Role of culture in world politics. (Cross list AFR 459) (GLIS)	3	100					
PLSC 461 <b>Politics of the European Union</b> This course introduces students to the history, institutions and politics of the European Union.	3	100					

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<b>PLSC 464 Globalization, Extractive Industries, and Conflict in Africa</b> Socioeconomic and environmental impacts of extractive industries in Africa. (Cross list AFR 464) <b>(GLIS)</b>	3	100	Kidane Mengisteab	Fall	18 UG, 1 G		
<b>PLSC 481 Global Political Economy</b> This course examines states, markets, power, production, and the relations between the various transnational agents who act in these areas. <b>(GLIS)</b>	3	100					
<b>PLSC 486 International Culture in East Asia</b> Study of the role of culture in East Asian regional and East-West international relations. ( Cross list HIST 489, ASIA 489) <b>(GLIS)</b>	3	100					
<b>PLSC 491 Peace and Conflict Studies Seminar</b> Advanced study of major contemporary issues of peace and conflict; includes anthropological, technological, psychological, and economic perspectives. <b>(GLIS)</b>	3	100					
<b>PLSC 499 Foreign Study--Government</b> Study, in selected foreign countries, of political institutions.	1-12	100		Spring, Fall	191 UG, 1 G	X	P
<b><u>PORTUGUESE (PORT)</u></b>							
<b>PORT 197 Special Topics</b> Formal courses given infrequently to explore, in depth, a comparatively narrow subject that may be topical or of special interest.	1-9	100	Krista Brune	Fall	4 UG, 1 G	X	X
<b>PORT 397 Special Topics</b> Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.	1-9	100	Sarah Townsend	Spring	5 UG, 2 G	X	P
<b>PORT 476 Brazilian Literature, The Modern Era (1880 to the Present)</b> A survey of the major texts of Brazilian literature from romanticism to the present.	3	100					
<b>PORT 480 The Brazilian Novel</b> A survey of the Brazilian novel from its origins to the present.	3	100					

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<b>PORT 497 Race and Gender in Contemporary Luso-Brazilian Cinema</b> Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest. <b>(GLIS)</b>	3	100				X	X
<b><u>PSYCHOLOGY (PSYCH)</u></b>							
<b>PSYCH 232 Cross-Cultural Psychology</b> This course examines how ethnic and cultural background influences patterns of human thought and behavior. <b>(GLIS)</b>	3	100		Spring	20 UG	X	P
<b>PSYCH 419 Psychology and a Sustainable World</b> Students study relationships between humans and the natural world and psychological factors contributing to environmental problems and sustainable solutions. <b>(GLIS)</b>	3	100	Janet Swim, Alexander McKay	Spring	26 UG	X	P
<b>PSYCH 472 Human Development, Health, &amp; Education From A Global Perspective</b> Intended to address the University's global community objectives and provide scholarly background on India for Schreyer Honors students.	3	100	Barbara Schaefer, Alicia Vallorani	Spring	7 UG	X	P
<b><u>RURAL SOCIOLOGY (RSOC)</u></b>							
<b>RSOC 420 Women in Developing Countries</b> Analysis of women's work, experiences, and development policies and practices in Africa, Asia, and Latin America. (Cross list CED 420, WMNST 420) <b>(GLIS)</b> <b>(GLOBAL HEALTH)</b>	3	100					
<b>RSOC 525 Fertility, Population Change, and Development</b> Fertility and population growth in less-developed countries; theories of fertility change, agricultural development, and population policies.	3	100		Spring	12 G	X	P
<b>RSOC 555 Human Dimensions of Natural Resources</b> Identification of the interrelationships and influence of human behavior and natural resources.	3	100		Spring	9 G	X	P

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<b>REHABILITATION AND HUMAN SERVICES (RHS)</b>							
RHS 420 <b>Culture &amp; Disability: Study Abroad in Ireland</b> Study aspects of culture and disability through lecture, visiting Irish disability service agencies, and guest speakers from various disability agencies.	6	100					
<b>RELIGIOUS STUDIES (RLST)</b>							
RLST 001 <b>Introduction to World Religions</b> An historical and comparative survey of the principal beliefs and practices of the world's major religions. (GLIS)	3	100	Curtis Smith, John Hoenig, Suchismita Sen	Spring, Fall	629 UG	X	X
RLST 003 <b>Introduction to the Religions of the East</b> Religious experience, thought, patterns of worship, morals, and institutions in relation to culture in Eastern religions.	3	100					
RLST 004 <b>Jewish and Christian Foundations</b> Introduction to the perspectives, patterns of worship, morality, historical roots, and institutions of the Judeo-Christian traditions; their relationships to culture. (Cross list CAMS 004, JST 004) (GLIS)	3	100	John Betlyon	Spring, Fall	24 UG	X	X
RLST 012 <b>Lands of the Bible</b> Textual and archaeological evidence for the lands, cities, and peoples associated with the Hebrew Bible and Christian scriptures. (Cross list CAMS 004, JST 004)	3	100	John Betlyon	Spring, Fall	18 UG	X	X
RLST 044 <b>Ancient Near Eastern and Egyptian Mythology</b> Survey of major ancient Mediterranean myths, gods, and goddesses in their cultural contexts; influence on later cultures. (Cross list CAMS 044)	3	100	Gonzalo Rubio, Asunta Redford	Spring, Fall	20 UG	X	X
RLST 070 <b>Prophecy: The Near East Then and Now</b> Prophecy in the ancient Near East, the ancient Jewish and Christian traditions, and today. (Cross list CAMS 070, JST 070)	3	100					
RLST 090 <b>Archaeology of Jerusalem: Past and Present</b> Archaeology and history of Jerusalem from earliest times (c. 3000 BCE) to the present. (Cross list CAMS 090, JST 090)	3	100				X	P

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						2017-18	2018-19
<b>RLST 101 Comparative Religion</b> Comparative or historical analysis of religious factors-- worship, theology, ethics, scriptures, etc., in two or more religious traditions.	3	100		Fall	1 UG	X	
<b>RLST 102 Canaan and Israel in Antiquity</b> Political, social, and intellectual history of the land of Canaan/Israel in the Biblical era: Late Bronze and Iron Ages. (Cross list CAMS 102, HIST 102, JST 102)	3	100				X	P
<b>RLST 103 Introduction to Hinduism</b> Historical development of Hinduism to the present.	3	100	Suchismita Sen	Fall	15 UG	X	X
<b>RLST 104 Introduction to Buddhism</b> A general survey of the basic doctrine, practice, and historical development of Hinayana and Mahayana Buddhism. (GLJS)	3	100	Patrick Booz, Erica Brindley, Patrick Booz	Spring, Fall	154 UG	X	P
<b>RLST 105 Buddhism in the Western World</b> A general survey of the development of Buddhism as a religious tradition in the West, focusing especially on America.	3	100					
<b>RLST 106 Mysticism</b> A survey of the history, philosophy, and cultural impact of various mystical traditions in relation to world religions. (JST 106)	3	100	David Ostrich	Fall	8 UG	X	X
<b>RLST 107 Introduction to Islam</b> Community and message of the early movement; development of authoritative structures and traditions; proliferation of sects; theology and creeds; mysticism.	3	100	Jonathan Brockopp	Spring, Fall	23 UG	X	X
<b>RLST 108 Muhammad and the Qur'an</b> History of the Qur'an and its interpretation by the early Muslim community; life of Muhammad and his role within Islam.	3	100					
<b>RLST 110 Hebrew Bible: Old Testament</b> Introduction to the history, literature, and religion of ancient Israel. (Cross list CAMS 110, JST 110)	3	100	Michael Legaspi	Spring	16 UG	X	X

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						2017-18	2018-19
<b>RLST 111 Early Judaism</b> Religious thought, practices, and parties in the Second Temple period; the emergence of rabbinic Judaism. (Cross list CAMS 111, JST 111)	3	100				X	X
<b>RLST 114 Modern Judaism</b> Trends in Jewish life and thought since the French revolution; Judaism's responses to the challenge of modernity. (Cross list JST 114)	3	100	David Ostrich	Spring	3 UG	X	X
<b>RLST 116 Muslims in America</b> This course is a study of Muslims from multiple racial, cultural, and national perspectives; it explores what it means to be a Muslim in America.	3	100					
<b>RLST 124 Early and Medieval Christianity</b> Analysis in cultural context of selected thinkers, ideas, and movements in Christianity from the second through the fifteenth century. (Cross list CAMS 124, JST 124)	3	100	Tawny Holm	Spring, Fall	12 UG	X	P
<b>RLST 134 Archaeology of Biblical Israel</b> Archaeology of Biblical Israel from 1200 B.C.E. to c. 640 C.E.; relationship between archaeological and textual evidence. ( Cross list CAMS 134, JST 134)	3	100					
<b>RLST 137 Women and Religion</b> Jewish and Christian religious views on womanhood; thought and lives of important religious women; and feminist understandings of these. ( Cross list WMNST 137, JST 137)	3	100					
<b>RLST 164 Muhammad and the Qur'an</b> History of the Qur'an and its interpretation by the early Muslim community; life of Muhammad and his role within Islam. (Cross list ARAB 164) (GLIS)	3	100	Jonathan Brockopp	Spring	9 UG	X	P
<b>RLST 165 Introduction to Islamic Civilization</b> Islamic history, culture, religious life c.600-1500 C.E. (Cross list ARAB 165, HIST 165)	3	100					

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						2017-18	2018-19
<b>RLST 181 Introduction to the Religions of China and Japan</b> A survey of the history, philosophy, and cultural impact of the major Far Eastern religions: Confucianism, Taoism, Buddhism, and Shinto. (Cross list ASIA 181) <b>(GLIS)</b>	3	100				X	P
<b>RLST 235 The Church and the Jews</b> Examination of the relationship between Western church and the Jews from the First Century to Enlightenment. (Cross list HIST 235, JST 235)	3	100					
<b>RLST 280 Women and Judaism</b> Explores the Jewish views of women that have influenced the roles of women within both the religion and Western culture. (Cross list WMNST 280, JST 280)	3	100					
<b>RLST 405 Ancient Jewish Traditions and Modern Food Movements</b> Jewish laws, customs and attitudes with regard to food production, agricultural policy and eating from biblical to modern times. (Cross list JST 405)	3	100					P
<b>RLST 407Y European Anti-Semitism from Antiquity to the Present</b> Surveys the history of anti-Semitism in Europe from antiquity through the Middle Ages to the present. (Cross list HIST 409Y, JST 409Y)	3	100					
<b>RLST 408 Hindu Studies</b>	3	100					
<b>RLST 409 Buddhist Studies</b>	3	100					
<b>RLST 410 Jews in the Medieval World</b> Trends in medieval Jewish society under Islam and Western Christendom. (Cross list HIST 410, JST 410)	3	100	John Betlyon	Spring	1 UG		P
<b>RLST 411 Jewish Studies</b> Study of the life and thought of a particular period or movement in the history of Judaism. (Cross list JST 411)	3	100					

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						2017-18	2018-19
RLST 440Y <b>The Orthodox Christian Tradition</b> History, culture, and beliefs of the Eastern Orthodox religious tradition with special reference to Russia.	3	100					
RLST 461 <b>Sociology of Religion</b> Contemporary religion in the global perspectives: beliefs, structure, and function of major religious traditions, denominations, and cults. (Cross list SOC 461) <b>(GLIS)</b>	3	100				X	P
RLST 471Y <b>Classical Islamic Civilization, 600-1258</b> Pre-Islamic Arabia; Muhammad; Arab conquest; Islamic beliefs and institutions; literary, artistic, and scientific achievements; relations with Europe; breakdown of unity. (Cross list HIST 471Y)	3	100					
RLST 478 <b>Ethics After the Holocaust</b> Explores the philosophical effects of the Holocaust for thinking about the primary question: Is ethics possible? (Cross list JST 478) <b>(GLIS)</b>	3	100					
RLST 483 <b>Zen Buddhism</b> The development and current state of Zen Buddhist thought and practice.	3	100	Erica Brindley	Spring	6 UG		P
<b>RECREATION, PARK, AND TOURISM MANAGEMENT (RPTM)</b>							
RPTM 300Y <b>Tourism and Leisure Behavior</b> Examination of the impact of recreational sociocultural, governmental, economic, and physical environment on the leisure traveler within the tourism industry.	3	75		Spring	2 UG		P
RPTM 320 <b>Recreation Resource Planning and Management</b> Relationship between leisure behavior and natural environment. Exploration of natural resources which enhance leisure.	3	75				X	X
RPTM 499A <b>Field Studies and Sustainable Tourism - New Zealand &amp; Sydney</b> Human Impact on natural resources and sustainable tourism.	3	100					
<b>RUSSIAN (RUS)</b>							

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						2017-18	2018-19
RUS 100 <b>Russian Culture and Civilization</b> The Russian people from the tenth century to present times; their literature, arts, music, science, and philosophy. In English.	3	100		Spring, Fall	68 UG	X	X
RUS 110 <b>Russian Folklore</b> Study of byliny, lyrical and historical songs, folktales, drama, ceremonial poetry, chants, charms, proverbs, and mythology	3	100					
RUS 141Y <b>Russian Literature in English Translation: 1800-1870</b> Pushkin, Lermontov, Gogol, the critics, Turgenev, Dostoevsky, Tolstoy. Writing assignments will serve as a major way of exploring subject matter.	3	100					
RUS 142Y <b>Russian Literature in English Translation: 1870 to Present</b> Dostoevsky, Tolstoy, Chekhov, Gorky, symbolists, selected Soviet authors. Writing assignments will serve as a major way of exploring subject matter.	3	100					P
RUS 143 <b>The Culture of Stalinism and Nazism</b> The culture of Stalinist Russia and Nazi Germany in comparative perspective. (Cross list GER 143) <b>(GLIS)</b>	3	100		Spring, Fall	36 UG	X	X
RUS 400 <b>Senior Seminar in Russian Culture</b> Senior seminar devoted to topics in Russian culture; conducted in Russian.	3	100		Spring	14 UG	X	P
RUS 405 <b>Seminar in Russian Literature</b> Readings in classical Russian literature; Topics vary	3-6	100		Fall	6 UG, 1 G	X	X
RUS 406 <b>Russian Film</b> Conversation and Composition based on classical Russian films.	3	100					P
RUS 426 <b>Dostoevsky</b> Study of representative works by Dostoevsky in the original Russian.	3	100					
RUS 427 <b>Tolstoy</b> Study of representative works by Tolstoy in the original Russian	3	100					

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						2017-18	2018-19
RUS 460 <b>Linguistic Analysis of Contemporary Russian</b> Detailed study of the phonology, morphology, and syntax of Modern Standard Russian and the major dialects.	3	100				X	P
RUS 497 <b>Special Topics</b> Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.	1-9	100		Fall	1 UG		
<b>SCIENCE EDUCATION (SCIED)</b>							
SCIED 112 <b>Climate Science for Educators</b> Concepts of climate sciences highlighted by evidence-based explanations and scientific discourse in preparation for K-6 science teaching. (Cross list EARTH 112 )		100					
<b>SCIENCE, TECHNOLOGY, AND SOCIETY (STS)</b>							
STS 124 <b>History of Western Medicine</b> This course explores the history of health, illness, and medicine in western society. (Cross list HIST 124)	3	100					
STS 201 <b>Climate Change, Energy, and Biodiversity</b> Studies of global warming, energy options, and biodiversity; their interrelations as sciences and as societal issues.	3	100					
STS 245 <b>Globalization, Technology, and Ethics</b> An investigation of technology and ethics in the globalized world from contemporary, socio-cultural, and historical perspectives.	3	100		Fall	1 UG		
STS 408 <b>Cultural Foundations of Communications</b> Examination of oral, scribal, print, industrial, and electronic cultures; analysis of impact of technology on communications and social structure. (Cross list COMM 408)	3	100					
STS 416 <b>Race, Gender and Science</b> The class will focus on race and gender as products of science, and how societal values shape scientific activity. (Cross list AF AM 416, WMNST 416)	3	50					

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						2017-18	2018-19
STS 430 <b>Global Food Strategies: Problems and Prospects for Reducing World Hunger</b> Technological, social, and political solutions to providing basic food needs; food resources, population, and the environment; current issues. (Cross list NUTR 430)	3	100					
STS 457 <b>The History of Women in Science</b> Critical analysis of the role women, gender, and minorities have played in the natural sciences. (Cross list HIST 457, WMNST 457)	3	25					
<b><u>SOCIOLOGY (SOC)</u></b>							
SOC 23 <b>Population and Policy Issues</b> Local, national, and international population trends; basic techniques of demographic analysis; population problems; implications for public planning and policy. <b>(GLIS)</b>	3	50	Nancy Luke, Jonathan Daw, Steven Haas, Ashton Verdery, Susana Sanchez Quiros	Spring, Fall	316 UG	X	X
SOC 060 <b>Society and Cultures in Modern Israel</b> An introduction to the society and cultures of the State of Israel from 1948 to the present. (Cross list ANTH 060, JST 060, PL SC 060)	3	100	Alan Benjamin	Spring, Fall	20 UG	X	X
SOC 103 <b>Racism and Sexism</b> Critical analysis of the structure of race and gender in the contemporary United States. (Cross list AFAM 103) <b>(GLIS)</b>	3	25					
SOC 119 <b>Race and Ethnic Relations</b> Historical patterns and current status of racial and ethnic groups; inequality, competition, and conflict; social movements; government policy. <b>(GLIS)</b>	3	50	Samuel Richards, William Wise	Spring, Fall	1,624 UG	X	X
SOC 209 <b>Poverty in Africa</b> The course examines the causes, consequences, and dynamics of poverty in African countries. (Cross list AFR 209) <b>(GLIS)</b>	3	100	Kevin Thomas	Spring	7 UG	X	X

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						2017-18	2018-19
SOC 309 <b>Sociology of Health</b> Sociological concepts and principles operative in public and private areas of health and illness, including cultural, ethnic, and ecological factors. <b>(GLOBAL HEALTH)</b>	3	50					
SOC 420 <b>Energy and Modern Society</b> Technology and economics of energy resources, production, and consumption; environmental factors, exhaustion, new technology. (Cross list EMSC 420)	3	50					
SOC 422 <b>World Population Diversity</b> Survey of world diversity in national population growth/composition; the impacts of demographic change on the economic/social life of nations/people. <b>(GLIS) (GLOBAL HEALTH)</b>	3	100	Francis Dodoo	Fall	30 UG	X	X
SOC 423 <b>Social Demography</b> Social demographic perspectives on fertility, mortality, morbidity, migration, population density, demographic transitions, social mobility, family, the aged, and minorities. <b>(GLOBAL HEALTH)</b>	3	100	Kevin Thomas	Fall	16 UG, 4 G	X	X
SOC 424 <b>Social Change</b> Critical review of classical and recent theories of social change, emphasizing the transformations occurring in the modern world. <b>(GLIS)</b>	3	100	Samar Farage	Fall	20 UG	X	X
SOC 425 <b>Social Conflict</b> An analysis of the variables affecting intergroup and international conflict and cooperation. <b>(GLIS)</b>	3	100				X	X
SOC 429 <b>Social Stratification</b> Structure and dynamics of class, caste, and status systems; class differentials and social mobility; current theoretical and methodological issues. <b>(GLIS)</b>	3	100	Molly Martin, Erik Hernandez	Fall	29 UG	X	X
SOC 445 <b>U.S. Immigration</b> This class examines theories of U.S. immigration and immigrant adaptation, effects of immigration, and policy. <b>(GLIS)</b>	3	25					

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						2017-18	2018-19
<b>SOC 450 Justice and the Environment</b> Considers notions of justice in relation to environmental philosophy, environmental movements, and general environmental concerns. <b>(GLIS)</b>	3	50					
<b>SOC 451 Health, Disease &amp; Society</b> This course provides an introduction to the concepts, measurement and study of inequality across spatial scales and in diverse contexts.	3	50					
<b>SOC 452 Spatial Inequality</b> This course provides an introduction to concepts, measurement and study of spatial inequality in the US and across the globe. <b>(GLIS)</b>	3	50	Stephen Matthews	Fall	25 UG	X	
<b>SOC 454 The City in Postindustrial Society</b> Postindustrial social organization in the United States and Europe; consequences for metropolitan social stratification, community power, and environmental quality. <b>(GLIS)</b>	3	50					
<b>SOC 457 Jewish Communities: Identity, Survival, and Transformation in Unexpected Places</b> Examines the global array of smaller Jewish communities that have flourished outside the main urban centers of Jewish settlement. (Cross list ANTH 457, JST 457) <b>(GLIS)</b>	3	100	Alan Benjamin	Fall	8 UG	X	P
<b>SOC 461 Sociology of Religion</b> Contemporary religion in the global perspective: beliefs, structure, and function of major religious traditions, denominations, and cults. (Cross list RLST 461) <b>(GLIS)</b>	3	75	Gary Adler	Spring, Fall	48 UG	X	X
<b>SOC 468 Mood-Altering Substances in Society</b> Perspectives of cultures throughout the world toward mood-altering substances are reviewed in light of public policy, benefits, and problems. <b>(GLIS)</b>	3	100					
<b>SOC 497D The Global Impact of Education</b> <b>(GLIS)</b>	3	100					P

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						2017-18	2018-19
SOC 499 <b>Foreign Study--Sociology</b> Study, in selected foreign countries, of groups, institutions, and social problems. (GLIS)		100		Spring	17 UG		P
SOC 523 <b>Internal and International Migration</b> Examination of theories, frameworks, and policies related to internal and international migration causes and consequences in developed and developing nations.	3	100	Ralph Oropesa	Fall	14 G	X	
SOC 526 <b>Health Disparities</b> This course provides an overview of social factors that lead to demographic disparities in health. (Cross list HPA 526).	3	50				X	P
SOC 527 <b>Migration, Urbanization, and Policy in the Developing World</b> This course examines the dynamics of migration and urbanization processes, as well as their policy implications, in non-industrialized regions of the world. ( Cross list AFR 527)	3	100				X	P
SOC 532 <b>Global Health and Mortality</b> Major issues in international health from a demographic perspective; special attention to the Global South and to data quality.	3	100					
<b>SPANISH (SPAN)</b>							
SPAN 083S <b>First-Year Seminar in Hispanic Literatures and Cultures</b> Introduction to the study of Hispanic literatures and cultures.	3	100					
SPAN 130 <b>Iberian Civilization</b> Spanish and Portuguese life from the medieval period to the present; literature, the arts, and contemporary problems in historical perspective. (GLIS)	3	100	Timothy Woolsey	Spring, Fall	231 UG	X	X
SPAN 131 <b>Ibero-American Civilization</b> Spanish American and Brazilian life from the Conquest to the present; literature, art, the indigenous heritage, and contemporary problems. (GLIS)	3	50	Timothy Woolsey	Spring	100 UG	X	P

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						2017-18	2018-19
<b>SPAN 132 Afro-Hispanic Civilization</b> A general introduction to human and cultural elements of African origin in Spanish- and Portuguese-speaking countries of Latin America. (Cross list AF AM 132, AFR 132)	3	100					
<b>SPAN 197 Special Topics</b> Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.	1-9	100		Spring	11 UG	X	X
<b>SPAN 230 Masterpieces of Spanish Literature in English Translation</b> Study of works and authors of international importance; lectures, readings, and written works in English. (GLIS)	3	100					
<b>SPAN 253W Introduction to Hispanic Literature</b> Introduction to generic distinctions, critical methods, and approaches to Hispanic literature.	3	100					X
<b>SPAN 297 Special Topics</b> Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.	1-9	100	Marco Martinez, Alejandro Ramirez-Arballo	Spring, Fall	31 UG	X	X
<b>SPAN 315 Spanish and Spanish-speakers in the U.S.</b> In this course, we investigate various aspects of the language(s) and language behaviors of U.S. Latinos. (Cross list LTNST 315)	3	100	Matthew Carlson	Fall	17 UG		
<b>SPAN 316 Building Words and Sentences in Spanish</b> Building words and sentences in Spanish. Analysis of Spanish work structure and its relationship to syntactic structures.	3	100				X	X
<b>SPAN 326 Reading the Border/Lands</b> This course examines representations of the U.S.-Mexico border in relation to the actual geographic space. (Cross list LTNST 326) (GLIS)	3	50					
<b>SPAN 353 Topics in the Cultures of Spain 3</b> This course offers a comparative study of the literature, artistic manifestations, intellectual traditions, and cultural productions of Spain.	3	100		Spring, Fall	24 UG	X	X

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						2017-18	2018-19
<b>SPAN 354 Topics in Border Studies</b> This course offers a study of borders as key sites of contact, exchange, conflict, hybridity, and identity production in and across various contexts of Spanish, Latin American, and/or Latina/o culture(s).	3	100	Judith Sierra-Rivera	Spring, Fall	19 UG	X	P
<b>SPAN 355 Topics in the Cultures of Latin America</b> This course offers a comparative study of literatures, artistic manifestations, intellectual traditions, and cultural productions of the Latin American region.	3	100	Judith Sierra-Rivera	Fall	19 UG	X	X
<b>SPAN 356 Topics in the Cultures of the Americas</b> This course offers a comparative study of the literatures and cultures of the Americas, bringing Latin America into dialogue with the United States (and in some instances Canada).	3	100	Julia Hewitt	Spring	17 UG	X	P
<b>SPAN 397 Special Topics</b> Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.	1-9	100		Fall, Spring	33 UG		P
<b>SPAN 439 Don Quijote</b> Thorough study of the masterpiece, including its sources, genesis, language, style, success, and influence.	3	100	William Blue	Spring	7 UG	X	P
<b>SPAN 440 Teaching of Romance Languages</b> Theories of second language acquisition.	3	100					
<b>SPAN 472 The Contemporary Spanish American Novel</b> The regionalist and social novel since 1910, together with the social background.	3	100	Julia Hewitt	Spring	10 UG, 1 G		P
<b>SPAN 474 Many Mexicos</b> Overview of Mexican literature, culture and history from pre-colonial period to present.	3	100	John Ochoa	Fall	20 UG	X	
<b>SPAN 476 Masterpieces of Spanish American Literature</b> Reading, analysis, and discussion of selected major works representative of Spanish American prose and poetry.	3	50		Spring, Fall	4 UG, 1 G	X	P

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						2017-18	2018-19
SPAN 479 <b>U.S. Latina/o Culture en Espanol</b> The history, culture, art, and social issues of Latinos in the United States. (Cross list LTNST 479) <b>(GLIS)</b>	3	50	Judith Sierra-Rivera	Spring, Fall	20 UG	X	P
SPAN 488 <b>War, Revolution, and the Struggles for Modernity: Spain 1898-1939</b> This course, conducted in Spanish, examines Spanish literature from 1898 to 1939. <b>(GLIS)</b>	3	100	Nicolas Fernandez-Medina	Fall	20 UG		
SPAN 490 <b>Masterpieces of Spanish Prose</b> Reading, analysis, and discussion of selected masterpieces of Spanish novels, short stories, etc.	3	100		Spring	2 UG	X	P
SPAN 497 <b>Special Topics</b> Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.	1-9	100	Matthew Marr, Mary Barnard, Lauren Halberstadt, Karen Miller, Giulia Togato			X	X
<b>SCHOOL PSYCHOLOGY (SPSY)</b>							
SPSY 472 <b>Human Development, Health, &amp; Education From A Global Perspective</b> Intended to address the University's global community objectives and provide scholarly background on India for Schreyer Honors students. (Cross list PSYCH 472H)	3	100	Barbara Schaefer, Alicia Vallorani	Fall	3 UG, 1 G	X	P
<b>SECURITY AND RISK ANALYSIS (SRA)</b>							
SRA 111 <b>Introduction to Security and Risk Analysis</b> This introductory course spans areas of security, risk, and analysis covering contexts in government agencies and business organizations. <b>(GLIS)</b>	3	100		Spring, Fall	521 UG	X	X
SRA 211 <b>Threat of Terrorism and Crime</b> Provides overview of nature, scope, and seriousness of threats to security as a result of terrorism and crime. <b>(GLIS)</b>	3	100	Donald Shemanski, Stanley Aungst	Spring, Fall	323 UG	X	X
SRA 221 <b>Overview of Information Security</b> Provides an understanding of the overview of information security including security architecture, access control, and internet secure applications.	3	75	Stanley Aungst, Xinyu Xing, Peng Liu	Spring, Fall	316 UG	X	X

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SRA 311 <b>Risk Analysis in a Security Context</b> Assessment and mitigation of security vulnerabilities for people, organizations, industry sectors, and the nation.	3	75	Edward Glantz, Michael Hills	Spring, Fall	217 UG	X	X
<b><u>SUSTAINABILITY (SUST)</u></b>							
SUST 200 <b>Foundations of Leadership in Sustainability</b> Science, ethics, and leadership in social, environmental, and economic sustainability.	3	50	Peter Buckland, Elyzabeth Engle	Spring, Fall	84 UG	X	X
<b><u>THEATRE (THEA)</u></b>							
THEA 401Y <b>Theatre History I: Ancient to 1700</b> Survey of drama and theatre from primitive rites through the Renaissance.	3	100					P
THEA 412 <b>African American Theatre</b> Exploration of the development of African American theatre from its roots in Africa through the diaspora, to the present time. (Cross list AF AM 412)	3	50	Tyler Sperrazza	Fall	6 UG	X	P
<b><u>UKRAINIAN (UKR)</u></b>							
UKR 100 <b>Ukrainian Culture and Civilization</b> Survey of Ukrainian culture and civilization from the Middle Ages to the present.	3	100	Michael Naydan, Dariiia Sypyhina, Oksana Husieva	Spring, Fall	53 UG	X	X
<b><u>VET AND BIOMEDICAL SCIENCES (VBSC)</u></b>							
VBSC 402W <b>Biology of Animal Parasites</b> An introduction to animal parasitology. Emphasizes placed on host/parasite interactions, parasites of zoonotic importance, control programs and taxonomy. (Cross list ENT 402W) ( <b>GLOBAL HEALTH</b> )	3	25					P
VBSC 431 <b>Environmental Toxicology</b> Effects of pollutants on animal health at the chemical, physical, and cellular level. (Cross list ERM 431) ( <b>GLOBAL HEALTH</b> )	3	25	Jeffrey Peters	Fall	14 UG	X	X
<b><u>WORKFORCE EDUCATION AND DEVELOPMENT (WFED)</u></b>							

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						2017-18	2018-19
WFED 450 <b>Cultural Diversity in the Workplace</b> Provides opportunities for students to explore different cultures and mores that are changing the dynamics of the workplace.	3	75	Jamie Lupia	Fall	14 UG	X	X
<b>WOMEN'S STUDIES (WMNST)</b>							
WMNST 102 <b>Women of Color: Cross-Cultural Perspective</b> Global examination of value systems of women of color; attention to minority ethnic groups in the United States and developing countries. (Cross list AF AM 102) (GLIS)	3	50				X	X
WMNST 105 <b>Living in a Diverse World</b> Critical perspectives on the relationship between social difference and power, emphasizing gender, race, sexuality, class, and disability. (GLIS)	3	100	Laura Spielvogel	Spring, Fall	121 UG	X	P
WMNST 106 <b>Representing Women and Gender in Literature, Art and Popular Cultures</b> Interdisciplinary consideration of primary works and scholarship pertaining to women in the humanities and the arts. (GLIS)	3	100	Mindy Boffemmyer, Ariane Cruz, Bethany Doane, Kathryn Falvo, Hyunji Kwon, Laura Sapelly, Emily Seitz, Lauren Tilger, Jennifer Wagner Lawlor	Spring, Fall	498 UG	X	P
WMNST 136 <b>Race, Gender, and Employment</b> Employment relations and legislative and policy responses to labor force issues of racial and gender inequality. (Cross list LER 136) (GLIS)	3	25	Sarah Damaske, Sherron Sparks-Hain, Niki Dickerson Vonlockette	Spring, Fall	12 UG	X	X
WMNST 137 <b>Women and Religion</b> Jewish and Christian religious views on womanhood; thought and lives of important religious women; and feminist understandings of these. (Cross list RLST 137, JST 137)	3	100					

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Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment 2016-17	Current/Future Offerings	
						2017-18	2018-19
<b>WNNST 194 Women Writers</b> Short stories, novels, poetry, drama, and essays by British, American, and other English-speaking women writers. (Cross list ENGL 194)	3	50					
<b>WNNST 200 Global Feminisms</b> This course examines the diverse contents and forms of "feminism" worldwide, emphasizing women's engagement with unequal, unjust, impacts of globalization. <b>(GLIS)</b>	3	100	Azita Ranjbar	Spring, Fall	75 UG	X	X
<b>WNNST 202 Gender Dynamics in Africa</b> Critical analysis of multidisciplinary research on relations between men and women in Africa and critique of Western feminist theories. (Cross list AFR 202) <b>(GLIS) (GLOBAL HEALTH)</b>	3	100	Clemente Abrokwa	Spring, Fall	36 UG	X	X
<b>WNNST 227 Introduction to Culture and Sexuality</b> A course addressing the relationships between sexuality, literature, and culture. (Cross list ENGL 227)	3	75					X
<b>WNNST 270 Race and Gender in Literature Translated from French</b> A critical presentation, taught in English, of changing ideas and values on race and gender in French and Francophone literatures. (Cross list FR 270) <b>(GLIS)</b>	3	100					
<b>WNNST 280 Women and Judaism</b> Explores the Jewish views of women that have influenced the roles of women within both the religion and Western culture. (Cross list JST 280, RLST 280)	3	100					
<b>WNNST 301 Sexualities, Gender and Power: Feminist Thought and Politics</b> An interdisciplinary survey of historical and contemporary feminist theories in both the United States and international contexts. <b>(GLIS)</b>	3	50	Erin Heidt-Forsythe, Mindy Boffemmyer	Spring, Fall	73 UG	X	X
<b>WNNST 400 Debates in Contemporary Feminism</b> Consideration of feminist theories of women's experience in transforming understanding, re-conceptualizing old problems, raising new ones, and expanding traditional disciplines.	3	25	Laura Sapelly	Spring	16 UG	X	

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Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment 2016-17	Current/Future Offerings	
						2017-18	2018-19
WMNST 416 <b>Race, Gender and Science</b> The class will focus on race and gender as products of science, and how societal values shape scientific activity. (Cross list AF AM 416, STS 416)	3	50					
WMNST 420 <b>Women in Developing Countries</b> Analysis of women's work, experiences, and development policies and practices in Africa, Asia, and Latin America. (Cross list CED 420, RSOC 420) ( <b>GLIS</b> ) ( <b>GLOBAL HEALTH</b> )	3	100	Ruth Mendum	Spring	13 UG	X	X
WMNST 421 <b>The History of European Women</b> European women's lives from the Middle Ages to the present. (Cross list HIST 421)	3	100					
WMNST 426Y <b>Gender Geographies</b> Description and explanation of the links between gender relations and spatial structures; gender and work, social services, and neighborhood activism. (Cross list GEOG 426Y)	3	100					
WMNST 428 <b>Gender and Politics</b> Gender in politics in the United States and around the world; major areas of women and politics research. (Cross list PL SC 428) ( <b>GLIS</b> )	3	75	Erin Heidt-Forsythe	Spring, Fall	21 UG, 3 UG	X	X
WMNST 457 <b>The History of Women in Science</b> Critical analysis of the roles women, gender, and minorities have played in the natural sciences. (Cross list HIST 457, STS 457)	3	25					
WMNST 490 <b>Women Writers and Their Worlds</b> American and British literature written from the perspective of women. (Cross list ENGL 490)	3	50					

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## 2. B. LANGUAGE COURSES

Penn State University Park (main) campus regularly offers instruction in 17 languages (Arabic, Chinese, French, German, Greek, Hebrew, Hindi, Italian, Japanese, Korean, Latin, Portuguese, Russian, Spanish, Swahili, and Ukrainian plus occasional offerings in Akkadian, Assyrian, Middle Egyptian, Mayan, early Germanic languages, etc.). Majors are available in Chinese, French, German, Italian, Japanese, Russian, and Spanish, with minors available in these same languages plus Arabic, Greek, Hebrew, Latin, and Korean. In addition, master's degrees and PhDs are available in several languages.

Courses that were funded by Title VI are notated in **red**.

Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment 2016-17	Current/Future Offerings 2017-18	2018-19
<b>ARABIC (ARAB)</b>							
ARAB 001 <b>Elementary Modern Standard Arabic I</b> Introduction to reading, writing, pronunciation, and aural comprehension of modern standard Arabic; simple grammatical forms; basic vocabulary.	4	100	Deena Al-Halabieh, Zaid Alrawi, Reham Aly, Imene Belhassen, Caroline Eckhardt, Khaled Enab, Abeer Tayel	Spring, Fall	118 UG, 2 G	X	X
ARAB 002 <b>Elementary Modern Standard Arabic II</b> Continuation of ARAB 001; development of additional skills in conversation, reading, and writing; grammar and vocabulary building; cultural components.	4	100	Rana Ghulloom, Abeer Tayel, Deena Al-Halabieh, Abeer Tayel, Caroline Eckhardt, Khaled Enab, Zaid Alrawi	Spring	66 UG, 1 G	X	P
ARAB 003 <b>Intermediate Modern Standard Arabic</b> More complex grammatical forms; vocabulary building principles; continued development of skills in conversation, reading, writing; culturally-oriented readings and films. <b>(TITLE VI FUNDED IN FA 17)</b>	4	100	Zaid Alrawi, Noha Elnashai, Noora Alrawi, Reham Aly, Caroline Eckhardt	Fall	45 UG, 2 G	X	X
ARAB 051 <b>Elementary Intensive Arabic for Graduate Students I</b> Intensive introduction to Modern Standard or Colloquial Arabic: first half of graduate sequence in elementary reading, writing, listening, cultures.	3	100					

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Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment 2016-17	Current/Future Offerings	
						2017-18	2018-19
<b>ARAB 052 Elementary Intensive Arabic for Graduate Students II</b> Intensive introduction to Modern Standard or Colloquial Arabic: second half of graduate sequence in elementary reading, writing, speaking, listening, cultures.	3	100					
<b>ARAB 053 Intermediate Intensive Arabic for Graduate Students</b> Continued intensive study of Modern Standard or Colloquial Arabic at the intermediate level: reading, writing, speaking, listening, cultural contexts.	3	100					
<b>ARAB 110 Arab Language, Cultures, and Current Topics</b> Fourth-semester Modern Standard Arabic: study of cultures through authentic discourse, texts, film; development of reading, writing, listening, speaking skills. <b>(TITLE VI FUNDED IN SP 18)</b>	3	100	Zaid Alrawi, Reham Aly, Ahlem Yazidi, Caroline Eckhardt	Spring	30 UG, 3 G	X	P
<b>ARAB 401 Advanced Language &amp; Cultures I</b> Fifth-semester Modern Standard Arabic: reading more complex texts, films, further development of conversation, composition skills, Arab cultures, current issues.	3	100	Reham Aly	Fall	20 UG, 2 G	X	X
<b>ARAB 402 Advanced Language &amp; Cultures II</b> Sixth-semester Modern Standard Arabic: reading more complex texts, films, further development of conversation, composition skills, Arab cultures, current issue <b>(TITLE VI FUNDED IN SP 16)</b>	3	100	Reham Aly	Spring	14 UG, 2 G	X	P
<b>ARAB 497 Special Topics</b> Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or special interest. <b>(TITLE VI FUNDED IN FA 15)</b>	1-9	100	Reham Aly	Spring, Fall	11 UG, 1 G	X	X
<b>CHINESE (CHNS)</b>							
<b>CHNS 001 Level One Chinese A</b> Introductory study of Chinese language, with audio-lingual practice of Mandarin Chinese and attention to structure and the writing system.	4	100	Wen-Hua Du, Ying Kline, Ming-Ying, Li Lee Yong Tan Fang Wan	Spring	162 UG, 4 G	X	X

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Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment 2016-17	Current/Future Offerings	
						2017-18	2018-19
<b>CHNS 002 Level One Chinese B</b> Continued audio-lingual practice of Mandarin Chinese, further study of structure, practice in reading and writing Chinese.	4	100	Chunyuan Di, Wen-Hua Du, Ying Kline, Ming-Ying Li, Fang Wan	Spring	81 UG, 3 G	X	X
<b>CHNS 003 Level Two Chinese A</b> Continued audio-lingual practice of Mandarin Chinese, more extensive practice in reading and writing; study of Chinese culture.	4	100	Chunyuan Di, Wen-Hua Du, Ying Kline, Pin-yun Wang, Jia Yu	Fall	116 UG, 1 G	X	X
<b>CHNS 051 Elementary Intensive Chinese for Graduate Students I</b> Intensive introduction to Mandarin Chinese: first half of graduate intensive sequence in elementary reading, writing, speaking, listening, cultural contexts.	3	100					
<b>CHNS 052 Elementary Intensive Chinese for Graduate Students II</b> Intensive introduction to Mandarin Chinese: second half of graduate intensive sequence in elementary reading, writing, speaking, listening, cultural contexts.	3	100					
<b>CHNS 053 Intermediate Intensive Chinese for Graduate Students</b> Continued intensive study of Mandarin Chinese at the intermediate level: reading, writing, speaking, listening, cultural contexts.	3	100					
<b>CHNS 110 Level Two Chinese B</b> Readings in selected modern Chinese literature (short stories, plays, essays, poems) and other texts; practice in conversation and simple composition.	4	100	Wen-Hua Du, Ying Kline, Darwin Tsen, Fang Wan, Pin-yun Wang, Jia Yu	Spring	57 UG, 1 G	X	X
<b>CHNS 401 Level Three Chinese A</b> Emphasis on oral proficiency through discussions of aspects of contemporary Chinese culture.	4	100	Ying Kline, Darwin Tsen	Fall	36 UG, 2 G	X	X
<b>CHNS 402 Level Three Chinese B</b>	4	100	Ying Kline, Darwin Tsen	Spring	24 UG, 1 G	X	P

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Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment 2016-17	Current/Future Offerings	
						2017-18	2018-19
Readings in representative works of traditional and modern literature; practice in composition; study of aspects of Chinese culture.							
<b>CHNS 403 Level Four Chinese A</b> Continuation of CHNS 402. Aims to improve students' proficiency in all four language skills, with a special emphasis on writing.	4	100	Wen-Hua Du, Jia Yu	Fall	26 UG, 1 G	X	X
<b>CHNS 404 Level Four Chinese B</b> Continuation of CHNS 403W. Aims to improve students' proficiency in all four language skills through content-based language learning.	4	100	Wen-Hua Du, Jia Yu	Spring	23 UG, 1 G	X	P
<b>CHNS 410 Chinese Through Film</b> This course is designed for students who finish Level Two Chinese or higher and aims to help them develop Chinese proficiency through movies.	3	100					
<b>CHNS 497 Special Topics</b> Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest. <b>(TITLE VI FUNDED IN FA 16, FA 17, &amp; SP 18 – FIVE COURSES TOTAL)</b>	1-9	100	Wen-Hua Du	Fall	3 UG	X	P
<b><u>FRENCH (FR)</u></b>							
<b>FR 001 Elementary French I</b> Grammar, with reading and writing of simple French; oral and aural work stressed. Students who have received high school credit for two or more years of French may not schedule this course for credit, without the permission of the department.	4	100	Rita Boujaoude, Theresa Brock, Eric Disbro, Grace Duval, Ines Et-taoui, Morgane Haesen, Holly Hilgemeier, Johann Le Guelte, Yvonne Sohn, Vieux Toure	Spring, Fall	232 UG, 5 G	X	X

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Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment 2016-17	Current/Future Offerings	
						2017-18	2018-19
<b>FR 002 Elementary French II</b> Grammar and reading continued; oral and aural phrases progressively increased. Students who have received high school credit for four years of French may not schedule this course for credit, without the permission of the department.	4	100	Rita Boujaoude, Theresa Brock, Simon Cottart, Eric Disbro, Katherine Ellis, Julie Ferroud-Plattet, Taylor O'Connor, Marie Paillard, Ryan Pilcher, Nadine Swartz, Brooke Tybush	Spring, Fall	280 UG, 3 G	X	P
<b>FR 003 Intermediate French</b> Grammar, reading, composition, oral and aural exercises.			Theresa Brock, Carl Cornell, Simon Cottart, Ines Et-taoui, Julie Ferroud-Plattet, Holly Hilgemeier, Janlener Lenergay, Taylor O'Connor, Vieux Toure, Brooke Tybush, Aaron Witcher	Spring, Fall	436 UG, 2 G	X	X
<b>FR 051 Elementary Intensive French I for Graduate Students</b> Intensive introduction to French: first half of graduate intensive sequence in elementary reading, writing, speaking, listening, cultural contexts.	3	100	Johann Le Guelte, Theresa Brock, Morgane Haesen				
<b>FR 052 Elementary Intensive French II for Graduate Students</b> Intensive introduction to French: second half of graduate intensive sequence in elementary reading, writing, speaking, listening, cultural contexts.	3	100	Nadine Swartz, Ryan Pilcher, Theresa Brock				
<b>FR 053 Intermediate Intensive French for Graduate Students</b> Continued intensive study of French at the intermediate	3	100	Carl Cornell, Theresa Brock				

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Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment 2016-17	Current/Future Offerings	
						2017-18	2018-19
level: reading, writing, speaking, listening, cultural contexts.							
<b>FR 083S First-Year Seminar in French</b> Critical approaches to the dimensions and directions in French/Francophone literatures and cultures.	3	100					
<b>FR 111 Elementary French</b> Acquisition of basic skills in the active use of French: listening, speaking, reading, and writing.	6	100	Phoebe Busges	Fall	24 UG	X	X
<b>FR 112 Intermediate French</b> Reinforcement of basic skills previously acquired in the active use of French in FR 111.	6	100	Phoebe Busges	Spring	23 UG	X	P
<b>FR 121G Fundamentals of Reading French</b> Instruction in fundamental skills required for reading expository French prose, primarily for research purposes.	3	100					
<b>FR 122G Practice in Reading French</b> Development and reinforcement of basic reading skills, with emphasis on the individual student's area of research.	3	100					
<b>FR 201 Oral Communication and Reading Comprehension</b> Emphasis on oral skills and reading for total comprehension.	3	100	Christine Clark-Evans, Kathryn Grossman, Morgane Haesen, Johann Le Guelte, Anna Navrotskaya, Elizabeth Tuttle, Timothee Valentin	Spring, Fall	139 UG, 3 G	X	X
<b>FR 202 Grammar and Composition</b> Grammar review and writing of short essays.	3	100	Christine Clark-Evans, Andrew Jones, Janlener Lenergay, Heather McCoy	Spring, Fall	126 UG, 2 G	X	X
<b>FR 401 Advanced Oral Communication</b> Emphasis on speaking and listening comprehension through discussion of current issues, using journalistic materials.	3	100	Emmanuel Jean-Francois, Benedicte Monicat	Spring, Fall	40 UG	X	X
<b>FR 402 Advanced Grammar and Writing</b> Advanced study of the structure of the French language. Intensive essay writing.	3	100	Benedicte Monicat	Spring	26 UG		P
<b>FR 402Y Advanced Grammar and Writing</b>	3	100		Spring, Fall	4 UG	X	P

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Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment 2016-17	Current/Future Offerings	
						2017-18	2018-19
Advanced study of the structure of the French language. Intensive essay writing.							
<b>FR 407 Business Writing in French</b> Common forms of business communication; writing of reports and abstracts.	3	100					
<b>FR 408 French-American Business Translation</b> Translation from French to English of actual documents from the business world; theoretical consideration and systematic vocabulary building.	3	100					
<b>FR 417 French Phonology</b> A formal study of the sound pattern of French.	3	100	Lisa Reed	Fall	9 UG		X
<b>FR 418 French Syntax</b> A formal theory of word order and related issues in French grammar.	3	100	J.-Marc Authier	Spring	11 UG	X	P
<b>FR 419 French Semantics</b> The study of meaning in human language with a special focus on how it is encoded in French.	3	100	J.-Marc Authier	Fall	8 UG		X
<b>GERMAN (GER)</b>							
<b>GER 001 Elementary German I</b> Introduction to listening, speaking, reading, and writing with emphasis on the first two skills; cultural aspects through readings and videos. Students who have received high school credit for two or more years of German may not schedule this course for credit, without the permission of the department.	4	100	Lauren Brooks, Lisa Hundley, James Kopf, Marie Qvarnstrom Lieselotte Sippel, Abigail Stevenson, Ya Su, Nora Vosburg, Mercedes Wustefeld	Spring, Fall	212 UG	X	X
<b>GER 002 Elementary German II</b> Continuation of GER 001; further introduction of basic structures, culture, and development of four basic skills stressing aural-oral aspects. Students who have received high school credit for four or more years of German may not schedule this course for credit, without the permission of the department.	4	100	Lauren Brooks, Christine Gardner, Hyoun-A Joo, Robert Klosinski, Nicole McIner, Patricia Schempp, Abigail Stevenson,	Spring, Fall	204 UG, 3 G	X	X

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Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment 2016-17	Current/Future Offerings	
						2017-18	2018-19
GER 003 <b>Intermediate German</b> Continued four-skill development with increased emphasis on reading, writing, and grammatical accuracy; culturally-oriented reading selections and videos. Students may receive credit for only one of the following: GER 003 or GER 008.			Ya Su, Mercedes Wustefeld				
			Lauren Brooks, Mallory Bubar, Hyoun-A Joo, Robert Klosinski, Ines Martin, Lara Schwarz, Adam Toth, Donald Vosburg, Denise Wheeler	Spring, Fall	220 UG, 3 G	X	X
GER 011 <b>Intensive Basic German</b> Listening, speaking, reading, writing, basic structures and vocabulary of German. Taught on an accelerated basis. Students may receive credit for only one of the following: GER 001, 011, or 015.	4	100					
GER 012 <b>Intensive Intermediate German</b> Continued skill development of structures and vocabulary; listening, speaking, reading, writing. Taught on an accelerated basis.	6	100					
GER 051 <b>Elementary Intensive German for Graduate Students I</b> Intensive introduction to German: first half of graduate intensive sequence in elementary reading, writing, speaking, listening, cultural contexts.	3	100					
GER 052 <b>Elementary Intensive German for Graduate Students II</b> Intensive introduction to German: second half of graduate intensive sequence in elementary reading, writing, speaking, listening, cultural contexts.	3	100	Lauren Brooks, Lara Schwarz				
GER 053 <b>Intermediate Intensive German for Graduate Students</b> Continued intensive study of German at the intermediate level: reading, writing, speaking, listening, cultural contexts.	3	100	Lauren Brooks, Hyoun-A Joo, Lara Schwarz				

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Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment 2016-17	Current/Future Offerings	
						2017-18	2018-19
<b>GER 201 Conversation and Composition</b> Continuation of GER 003; emphasis on reading, writing, and conversational skills; course utilizes short literary selections, a concise novel, videos.	4	100	Katherine Anderson, Nora Vosburg	Spring, Fall	71 UG, 3 G	X	X
<b>GER 301 Intermediate Speaking and Listening</b> Intensive practice in spoken German through readings, discussions and video.	3	100	Hulya Yilmaz, Carrie Jackson	Spring, Fall	67 UG, 1 G	X	X
<b>GER 302 Intermediate Composition and Grammar</b> Continuation of oral and written practice in German with extensive work in composition.	3	100	Donald Vosburg, Lara Schwarz, Barry Page	Spring, Fall	45 UG	X	X
<b>GER 401/ 401Y Advanced Composition</b> Intensive practice in writing different text types in German.	3	100	Ines Martin, Lieselotte Sippel	Spring, Fall	40 UG	X	X
<b><u>GREEK (GREEK)</u></b>							
<b>GREEK 001 Elementary Classical and New Testament Greek</b> Pronunciation, forms, syntax, and translation.	4	100					
<b>GREEK 002 Elementary Classical and New Testament Greek</b> Further instruction in syntax and sentence structure.	4	100					
<b>GREEK 101 Introductory Ancient Greek</b> Fundamentals of classical Greek grammar, syntax, and vocabulary.	4	100	Anna Peterson	Fall	15 UG, 1 G	X	
<b>GREEK 102 Intermediate Ancient Greek</b> Intermediate study of classical Greek grammar, syntax, and vocabulary.	4	100	Kristen Baxter	Spring	5 UG	X	P
<b>GREEK 203 Greek Reading and Composition</b> The course reviews ancient Greek grammar, syntax, and vocabulary and introduces students to Greek poetry and prose.	4	100	Anna Peterson	Fall	6 UG, 2 G	X	X
<b><u>HEBREW (HEBR)</u></b>							
<b>HEBR 001 Basic Modern Hebrew I</b> An introduction to modern Hebrew in its written and spoken forms; oral and aural work stressed.	4	100	Ruth Edelstein	Fall	11 UG	X	X

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Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment 2016-17	Current/Future Offerings	
						2017-18	2018-19
HEBR 002 <b>Basic Modern Hebrew II</b> Continued study of grammar; emphasis on improving oral-aural facility, with increased attention to reading and writing.	4	100	Ruth Edelstein	Spring	8 UG	X	P
HEBR 003 <b>Intermediate Modern Hebrew</b> Grammar, reading, composition, and oral and aural exercises.	4	100	Ruth Edelstein	Spring, Fall	20 UG	X	X
HEBR 151 <b>Introductory Biblical Hebrew</b> Fundamentals of Biblical Hebrew grammar, syntax, and vocabulary. (Cross list CAMS 151, JST 151)	3	100				X	
HEBR 152 <b>Intermediate Biblical Hebrew</b> Intermediate study of Biblical Hebrew grammar, syntax, and vocabulary. (Cross list CAMS 152, JST 152)	3	100				X	P
HEBR 401 <b>Advanced Hebrew</b> Conversation Emphasis per semester, maximum of 6) Development of oral proficiency through discussions focusing on issues in contemporary Jewish culture.	3	100	Ruth Edelstein	Spring	5 UG	X	P
HEBR 402 <b>Advanced Hebrew—Reading Emphasis</b> Readings in representative works of traditional and modern literature; practice in composition; study of aspects of Jewish culture.	3-6	100	Ruth Edelstein	Fall	7 UG	X	X
HEBR 451 <b>Advanced Biblical Hebrew</b> Translation and analysis of selected readings in Biblical Hebrew texts; attention will be paid to grammatical as well as literary details.	3	100					
HEBR 452 <b>Readings in Biblical Hebrew</b> Translation and analysis of selected readings in Biblical Hebrew texts; attention will be paid to grammatical as well as literary details.	3	100					
<b>HINDI (HINDI)</b>							
HINDI 001 <b>Level One Hindi A</b> This is an introductory course in Hindi that presents the Devanagari script, elementary grammar and sentence structure.	4	100	Suchismita Sen	Fall	13 UG	X	X

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Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment 2016-17	Current/Future Offerings	
						2017-18	2018-19
<b>HINDI 002 Level One Hindi B</b> This intermediate level course seeks to impart functional literacy in oral and written expression in Hindi to students.	4	100	Suchismita Sen	Spring	16 UG	X	P
<b>HINDI 003 Level Two Hindi A</b> Intermediate level course in Hindi that seeks to improve student's skills in oral and written expression.	4	100	Suchismita Sen	Fall	13 UG	X	X
<b>HINDI 110 Intermediate Hindi</b> Intermediate to advanced level functional proficiency in reading, writings, and speaking Hindi. <b>(TITLE VI FUNDED IN SP 16 &amp; SP 18)</b>	4	100	Ritu Jayakar			X	P
<b>HINDI 496 Independent Study</b> <b>(TITLE VI FUNDED IN FA 16 &amp; SP 17)</b>		100	Ritu Jayakar	Fall, Spring	1 G		
<b>ITALIAN (IT)</b>							
<b>IT 001 Elementary Italian I</b> For beginners. Grammar, with reading and writing of simple Italian; oral and aural work stressed.	4	100	Alessandra Corigliano, Vincenzo Gatto, Jacqueline Gianico, Jason Laine, M Malinchak, Michele Rossi, Johanna Wagner	Spring, Fall	539 UG, 1 G	X	X
<b>IT 002 Elementary Italian II</b> Grammar and reading continued; oral and aural phrases progressively increased; composition.	4	100	Brunella Brizzi, Alessandra Corigliano, Vincenzo Gatto, Jason Laine, M Malinchak, Marco Stango, Patrick Tunno	Spring, Fall	247 UG		
<b>IT 003 Intermediate Italian</b> Advanced grammar; oral and written composition; reading of modern authors; Italian life and culture.	4	100	Brunella Brizzi, Michael Edwards, Jason Laine, Xin Liu, Michele Rossi, Johanna Wagner			X	X
<b>IT 010 Intensive Elementary Italian</b> Intensive Italian basic reading, writing, listening, and	6	100	Alessandra Corigliano	Spring, Fall	36 UG	X	X

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Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment 2016-17	Current/Future Offerings	
						2017-18	2018-19
speaking skills stressed. Lab. Equivalent to IT 001 and half of IT 002.							
<b>IT 020 Intensive Intermediate Italian</b> Continuation of Intensive Elementary Italian, building on grammar and communication skills (reading, writing, listening, and speaking).	6	100	Alessandra Corigliano	Spring	22 UG	X	P
<b>IT 050 Italian Conversation Tutorial</b> Roundtable conversation practicum for students concurrently enrolled in IT 001, 002, 003, 010, or 020. May be repeated up to 3 times for credit.	1-3	100				X	X
<b>IT 051 Elementary Intensive Italian for Graduate Students I</b> Intensive introduction to Italian: first half of graduate intensive sequence in elementary reading, writing, speaking, listening, cultural contexts.	3	100					
<b>IT 052 Elementary Intensive Italian for Graduate Students II</b> Intensive introduction to Italian: second half of graduate intensive sequence in elementary reading, writing, speaking, listening, cultural contexts.	3	100					
<b>IT 053 Intermediate Intensive Italian for Graduate Students</b> Continued intensive study of Italian at the intermediate level: reading, writing, speaking, listening, cultural contexts.		100					
<b>IT 140 Italian Language &amp; Culture for Study Abroad</b> Prepares students for study abroad in Italy through contact with language and customs. Includes pragmatic information and cultural intelligence/sensitivity.	3	100	Jason Laine	Fall	15 UG		
<b>IT 301 Pathways to Fluency</b> For majors, minors, and others with adequate preparation; deepening of grammatical skills, integrated conversation, composition, and reading.	3	100	Brunella Brizzi, Xin Liu	Fall	37 UG	X	X
<b>JAPANESE (JAPNS)</b>							

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Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment 2016-17	Current/Future Offerings	
						2017-18	2018-19
<b>JAPNS 001 Level One Japanese A</b> Introduction to modern Japanese; development of audio-lingual facility and ability to read and write Japanese without aid of romanization.	4	100	Erika Hirano-Cook, Haruko Iwami, Natsuko Osada, Nobuto Sato, Akiko Smits, Mami Tanaka	Spring, Fall	205 UG, 1 G	X	X
<b>JAPNS 002 Level One Japanese B</b> Continuation of elementary Japanese, with emphasis on improving audio-lingual facility and strengthening reading and writing skills in modern Japanese.	4	100	Erika Hirano-Cook, Haruko Iwami, Natsuko Osada, Akiko Smits, Mami Tanaka	Spring	101 UG, 1 G	X	P
<b>JAPNS 003 Level Two Japanese A</b> Continued study of modern Japanese at elementary level; extensive audio-lingual practice for conversational fluency; reading/writing original scripts.	4	100	Erika Hirano-Cook, Mami Tanaka, Natsuko Osada, Haruko Iwami	Fall	71 UG	X	X
<b>JAPNS 051 Elementary Intensive Japanese for Graduate Students I</b> Intensive introduction to Japanese: first half of graduate intensive sequence in elementary reading, writing, speaking, listening, cultural contexts.	3	100					
<b>JAPNS 052 Elementary Intensive Japanese for Graduate Students II</b> Continued intensive study of Japanese at the intermediate level: reading, writing, speaking, listening, cultural contexts.	3	100					
<b>JAPNS 053 Intermediate Intensive Japanese for Graduate Students</b> Continued intensive study of Japanese at the intermediate level: reading, writing, speaking, listening, cultural contexts.	3	100					
<b>JAPNS 110 Level Two Japanese B</b> Intermediate Japanese - Continued study of modern Japanese at intermediate level; extensive audio-lingual practice for conversational fluency; reading/writing original scripts.	4	100	Natsuko Osada, Haruko Iwami	Spring	48 UG, 1 G	X	P

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Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment 2016-17	Current/Future Offerings	
						2017-18	2018-19
JAPNS 401 <b>Level Three Japanese A</b> Further acquisition of the four language skills in Japanese-reading, writing, speaking and listening comprehension.	4	100	Erika Hirano-Cook, Natsuko Osada	Fall	38 UG, 2 G	X	X
JAPNS 402 <b>Level Three Japanese B</b> Exclusively for study abroad returnees. To further develop Japanese proficiency in speaking, listening, reading, and writing.	4	100	Haruko Iwami	Spring	29 UG	X	
JAPNS 403Y <b>Level Four Japanese A</b> Continuation of JAPNS 402. Aims to improve students' proficiency in all four language skills, with a special emphasis on writing.	4	100					X
JAPNS 404 <b>Level Four Japanese B</b> Continuation of JAPNS 403Y. Aims to improve students' proficiency in all four language skills through content-based language learning.	4	100	Erika Hirano-Cook	Spring	8 UG, 2 G	X	P
JAPNS 410 <b>Japanese Through Manga</b> The course aims to expand students' knowledge and application of Japanese language beyond elementary and intermediate textbooks through the use of manga	3	100	Erika Hirano-Cook				
<b>KOREAN (KOR)</b>							
KOR 001 <b>Level One Korean A</b> Listening, speaking, reading, writing Korean: an introduction for beginners; basic structures and vocabulary; cultural elements.	4	100	Sorin Huh, Lan Kim, Jae Rim Yoon	Spring, Fall	179 UG, 1 G	X	X
KOR 002 <b>Level One Korean B</b> Listening, speaking, reading, writing Korean: structures and vocabulary; cultural elements.	4	100	Sorin Huh, Lan Kim, Hyunjoo Matsueda	Spring, Fall	65 UG	X	X
KOR 003 <b>Level Two Korean A</b> Further development of listening, speaking, reading, writing skills in Korean; cultural elements.	4	100	Lan Kim, Jae Rim Yoon	Spring, Fall	61 UG	X	X
KOR 110 <b>Level Two Korean B</b> This is the fourth semester course of sequenced Korean study at Penn State. It is the Advanced-Intermediate course.	4	100	Sorin Huh, Jooyoun Park	Spring, Fall	38 UG	X	X

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Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment 2016-17	Current/Future Offerings	
						2017-18	2018-19
<b>KOR 401 Level 3 Korean A</b> First semester of third-year Korean (equivalent to Advanced-Intermediate Korean I)	4	100	Sorin Huh, Jae Rim Yoon	Spring, Fall	23 UG	X	X
<b>KOR 402 Level 3 Korean B</b> Second semester of third-year Korean (equivalent to Advanced-Intermediate Korean II)	4	100	Hyunjoo Matsueda	Spring	6 UG	X	X
<b>KOR 401 Level 3 Korean A</b> First semester of third-year Korean (equivalent to Advanced-Intermediate Korean I)	4	100	Sorin Huh, Jae Rim Yoon	Spring, Fall	23 UG	X	X
<b>KOR 402 Level 3 Korean B</b> Second semester of third-year Korean (equivalent to Advanced-Intermediate Korean II)	4	100	Hyunjoo Matsueda	Spring	6 UG	X	X
<b>LATIN (LATIN)</b>							
<b>LATIN 001 Elementary Latin</b> Pronunciation; inflections; simple rules of syntax.	4	100	Kristen Baxter, Thaddeus Olson				
<b>LATIN 002 Elementary Latin</b> Advanced syntax and sentence structure.	4	100	Kristen Baxter, Thaddeus Olson				
<b>LATIN 003 Intermediate Latin</b> Selected readings from representative authors.	4	100	Kristen Baxter, Thaddeus Olson				
<b>LATIN 051 Elementary Intensive Latin for Graduate Students I</b> Intensive introduction to Latin: first half of graduate intensive sequence in elementary reading, writing, syntax, and cultural contexts.	3	100	Mark Munn				
<b>LATIN 052 Elementary Intensive Latin for Graduate Students II</b> Intensive introduction to Latin: second half of graduate intensive sequence in elementary reading, writing, syntax, and cultural contexts.	3	100	Mark Munn				
<b>LATIN 053 Intermediate Intensive Latin for Graduate Students</b> Continued intensive study of Latin at the intermediate level: reading, writing, syntax, and cultural contexts.	3	100	Mark Munn				
<b>LATIN 101 Introductory Latin</b> Introduction to Latin forms, syntax, and vocabulary.	4	100	Pamela Cole	Spring, Fall	41 UG	X	X

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Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment 2016-17	Current/Future Offerings	
						2017-18	2018-19
<b>LATIN 102 Advanced Latin</b> Advanced study of Latin grammar, syntax, and vocabulary.	4	100	Mathias Hanses, Pamela Cole	Spring, Fall	38 UG	X	X
<b>LATIN 203 Latin Reading and Composition</b> The course reviews Latin grammar, syntax, and vocabulary and introduces students to classical Latin poetry and prose.	4	100	Mathias Hanses, Pamela Cole	Spring, Fall	36 UG	X	X
<b><u>POLISH (POL)</u></b>							
<b>POL 197 Special Topics</b> Formal courses given infrequently to explore, in depth, a comparatively narrow subject that may be topical or of special interest.	1-9	100	Anita Starosta	Spring, Fall	11 UG	X	X
<b><u>PORTUGUESE (PORT)</u></b>							
<b>PORT 001 Elementary Portuguese I</b> For beginners. Grammar, with reading and writing of simple Portuguese; oral and aural work stressed.	4	100	Dayse Bede, Johan De La Rosa Yacomelo, Christopher Oechler	Fall	19 UG	X	X
<b>PORT 002 Elementary Portuguese II</b> Grammar, reading, and conversation continued; special emphasis on the language, literature, and life of Brazil.	4	100	Dayse Bede, Johan De La Rosa Yacomelo, Fernando Fonseca Pacheco, Christopher Oechler	Spring	10 UG	X	P
<b>PORT 003 Intermediate Portuguese</b> Grammar, reading, composition, and conversation.	4	100	Dayse Bede, Fernando Fonseca Pacheco, Christopher Oechler	Fall	4 UG	X	X
<b>PORT 051 Elementary Intensive Portuguese for Graduate Students I</b> Intensive introduction to Portuguese: first half of graduate intensive sequence in elementary reading, writing, speaking, listening, cultural contexts.	3	100					
<b>PORT 052 Elementary Intensive Portuguese for Graduate Students II</b>	3	100					

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Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment 2016-17	Current/Future Offerings	
						2017-18	2018-19
Intensive introduction to Portuguese: second half of graduate intensive sequence in elementary reading, writing, speaking, listening, cultural contexts.							
<b>PORT 053 Intermediate Intensive Portuguese for Graduate Students</b> Continued intensive study of Portuguese at the intermediate level: reading, writing, speaking, listening, cultural contexts.	3	100					
<b>PORT 197 Special Topics</b> Formal courses given infrequently to explore, in depth, a comparatively narrow subject that may be topical or of special interest.	1-9	100	Krista Brune	Fall	4 UG, 1 G	X	X
<b>PORT 397 Special Topics</b> Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.	1-9	100	Sarah Townsend	Spring	5 UG, 2 G	X	P
<b>PORT 405 Advanced Composition and Conversation</b> Intended to strengthen the advanced student's ability to speak, read, and write in modern Brazilian Portuguese.	3	100	Dayse Bede	Spring, Fall	14 UG, 2 G	X	P
<b>PORT 405 Advanced Composition and Conversation</b> Intended to strengthen the advanced student's ability to speak, read, and write in modern Brazilian Portuguese.	3	100	Dayse Bede	Spring, Fall	14 UG, 2 G	X	P
<b><u>RUSSIAN (RUS)</u></b>							
<b>RUS 001 Elementary Russian I</b> Audio-lingual approach to basic Russian	4	100		Fall	59 UG	X	X
<b>RUS 002 Elementary Russian II</b> Audio-lingual approach to basic Russian (continued)	4	100		Spring	30 UG, 1 G	X	P
<b>RUS 003 Intermediate Russian</b> Emphasis on reading unsimplified texts; composition; grammatical analysis.	4	100		Spring, Fall	32 UG	X	X
<b>RUS 051 Elementary Intensive Russian for Graduate Students I</b> Intensive introduction to Russian: first half of graduate intensive sequence in elementary reading, writing, speaking, listening, cultural contexts.	3	100					

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Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment 2016-17	Current/Future Offerings	
						2017-18	2018-19
<b>RUS 052 Elementary Intensive Russian for Graduate Students II</b> Intensive introduction to Russian: second half of graduate intensive sequence in elementary reading, writing, speaking, listening, cultural contexts.	3	100					
<b>RUS 053 Intermediate Intensive Russian for Graduate Students</b> Continued intensive study of Russian at the intermediate level: reading, writing, speaking, listening, cultural contexts.	3	100					
<b>RUS 200 Intermediate Russian II</b> A continuation of intermediate Russian with a comprehensive grammar review and focus on reading, writing and speaking Russian.	4	100				X	P
<b>RUS 204 Intermediate Russian II</b> Intensive practice of Russian reading, writing, listening and speaking; review of Russian grammar.	4	100					
<b>RUS 214 Intermediate Russian III</b> Intensive practice of Russian reading, writing, listening and speaking; review of Russian grammar.	4	100					
<b>RUS 304 Readings in Russian III</b> Extensive reading of contemporary Russian texts, including articles from Soviet press and short fiction.	3	100					
<b>RUS 305 Advanced Russian Conversation</b> Discussion and role-playing based on real-life situations and current events; supervised by a native speaker.	3	100					
<b>RUS 360 Advanced Russian Grammar</b> Russian morphology and syntax on an advanced level.	3	100					
<b>RUS 401 Advanced Russian A</b> Advanced Russian grammar, conversation, and composition.	3	100		Fall	17 UG	X	X
<b>RUS 402 Advanced Russian B</b> Advanced Russian grammar, conversation, and composition.	3	100				X	
<b>RUS 403 Advanced Russian Conversation and Composition</b>	3	100				X	P

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Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment 2016-17	Current/Future Offerings	
						2017-18	2018-19
A conversation and composition course that includes situational topics as well as complex academic discourse.							
<b>RUS 404 Advanced Reading and Composition</b>	3	100					
<b>RUS 410 Heritage Russian 1</b> Introductory course for heritage speakers of limited linguistic proficiency aiming at teaching basic reading, writing, and grammar skills in Russian.	3	100		Fall	11 UG	X	X
<b>RUS 412 Russian Translation</b> Translation from Russian into English of complex texts from the humanities, social sciences, and technical fields.	3-6	100		Spring	15 UG, 1 G		X
<b><u>SPANISH (SPAN)</u></b>							
<b>SPAN 001 Elementary Spanish I</b> Audio-lingual approach to basic Spanish; writing. Students who have received high school credit for two or more years of Spanish may not schedule this course for credit, without the permission of the department.	4	100	Veronica Charbonnet, Isabel Deibel, Borja Gutierrez, Miguel Hernandez, Roberto Labrin, Alexander McAllister, Sean McCurry, Christopher Oechler, Steven Smith	Spring, Fall	383 UG, 1 G	X	X
<b>SPAN 002 Elementary Spanish II</b> Audio-lingual approach to basic Spanish continued; writing. Students who have received high school credit for four years of Spanish may not schedule this course for credit, without the permission of the department.	4	100	Carlos Alvis-Ruiz, Christopher Andrejcek, Grant Berry, Christopher Champi, Sara Davis, Joshua Deckman, Jaime Garcia Prudencio, Borja Gutierrez, Justin Halverson, Michael Johns, Roberto Labrin, Adriana Linnebur, Myrta Mathews, Sean	Spring, Fall	1,325 UG, 1 G	X	X

Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment 2016-17	Current/Future Offerings	
						2017-18	2018-19
SPAN 003 <b>Intermediate Spanish</b> Audio-lingual review of structure; writing; reading.			McCurry, Stacey Mitchell, Carmen Moy, Christopher Oechler, Patricia Roman Fernandez, Morella Ruscitti-Tovar, Steven Smith, Marta Ventura, Emily Wiggins				
	4	100	Carlos Alvis-Ruiz, Christopher Andrejcek, Aracely Aragon, Grant Berry, Marina Cuzovic-Severn, Kirsten Dejarlais, Juan Garceran Fructuoso, Alba Garcia Alonso, Susana Garcia Prudencio, Roxana Gearhart, Borja Gutierrez, Justin Halverson, Maria Hernandez, Mercedes Lakhtakia, Judith Lynch, Sean McCurry, Stacey Mitchell, Christopher Oechler, Rosa Osborn, Misty Pursel, Miguel Ramirez Bernal, Miguel Ramos Riquelme, Morella Ruscitti-Tovar, Diego Sevilla Luzuriaga, Steven Smith, Jonathan Steuck, Anna Torres-	Spring, Fall	2,210 UG, 1 G	X	X

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Course #, Title, Short Description	Credit Hours	Percentage of Area/International Studies	Instructor	Semester Offered	Enrollment 2016-17	Current/Future Offerings	
						2017-18	2018-19
			Cacoullos, Lyvia Valentin-Pagano, Silvia Villuendas, Esther Yanez-Perez				
<b>SPAN 010 Intensive Spanish</b> Basic Spanish grammar, oral, aural, and writing skills (essentially equivalent to SPAN 001 and first half of SPAN 002).	6	100	Maria Hernandez, Judith Lynch, Sean McCurry, Misty Pursel,	Spring	122 UG, 1 G	X	X
<b>SPAN 020 Intensive Spanish</b> Basic and intermediate Spanish grammar, oral, aural, and writing skills (essentially equivalent to second half of SPAN 002 and all of SPAN 003).	6	100	Maria Hernandez, Judith Lynch, Misty Pursel, Steven Smith			X	P
<b>SPAN 051 Elementary Intensive Spanish for Graduate Students I</b> Intensive introduction to Spanish: first half of graduate intensive sequence in elementary reading, writing, speaking, listening, cultural contexts.	3	100	Alexander McAllister, Christopher Oechler, Isabel Deibel				
<b>SPAN 052 Elementary Intensive Spanish for Graduate Students II</b> Intensive introduction to Spanish: second half of graduate intensive sequence in elementary reading, writing, speaking, listening, cultural contexts.	3	100	Christopher Champi, Christopher Oechler				
<b>SPAN 053 Intermediate Intensive Spanish for Graduate Students</b> Continued intensive study of Spanish at the intermediate level: reading, writing, speaking, listening, cultural contexts.	3	100	Jonathan Steuck, Alejandra Gutierrez, Christopher Oechler				
<b>SPAN 100 Intermediate Grammar and Composition</b> An intermediate level grammar review that also incorporates directed and original composition exercises.	3	100	Erin Alvis Ruiz, Roxana Gearhart, Jose Guerrero, Marco Martinez, Ariana Mikulski, Alejandro Ramirez-Arballo,	Spring	434 UG, 2 G	X	X

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Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment 2016-17	Current/Future Offerings	
						2017-18	2018-19
SPAN 100A <b>Intermediate Grammar and Composition for Spanish Bilinguals</b> A review of grammar and practice with composition focusing on needs and problems specific to Spanish-speaking bilinguals.	3	100	Ariana Mikulski	Spring, Fall	63 UG	X	X
SPAN 110 <b>Intermediate Conversation</b> Practice in oral expression in Spanish, with emphasis on aural comprehension, idiomatic usage, and fluency. Use of journalistic materials.	3	100	Alejandro Ramirez-Arballo	Spring, Fall	42 UG, 1 G	X	X
SPAN 120 <b>Intermediate Reading</b> Emphasis on rapid reading comprehension. Selected readings from contemporary Hispanic literature, social sciences, current events, etc.	3	100					
SPAN 200 <b>Intensive Grammar and Composition</b>	3	100	Roberto Labrin, Marco Martinez, Henry Morello, Carmen Moy, Timothy Woolsey	Spring, Fall	368 UG	X	X
SPAN 210 <b>Readings in Iberian Civilization</b> Intermediate level Spanish readings dealing with Iberian life from pre-historic times to the present.	3	100		Spring, Fall	6 UG		P
SPAN 215 <b>Introduction to Spanish Linguistics</b> Introduction to the fundamental components of linguistics using data from the Spanish language.	3	100		Spring, Fall	261 UG	X	X
SPAN 220 <b>Readings in Ibero-American Civilization</b> Intermediate level Spanish readings dealing with Ibero-American life from the pre-conquest to the present.	3	100	Joseph Bauman, Johan De La Rosa Yacomelo, Isabel Deibel, Dora Lacasse, Miguel Ramos Riquelme	Spring	2 UG		P
SPAN 410 <b>Advanced Oral Expression and Communication</b> Emphasis on achieving practical command of spoken	3	100	Guadalupe Marti-Pena, Melanie Archangeli, Karen Miller,	Spring, Fall	111 UG	X	X

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Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment 2016-17	Current/Future Offerings	
						2017-18	2018-19
Spanish and the comprehension of native speech. Use of journalistic materials.			Maria Izquierdo Miranda				
<b>SPAN 412 Translation</b> Techniques of oral and written translation from Spanish to English and vice versa, particularly for business, literature, and social work.	3	100	Grant Berry, Margaret Blue, Alejandro Ramirez-Arballo, Giulia Togato	Spring, Fall	147 UG	X	X
<b>SPAN 413 Interpretation</b> Introduction to the art of interpretation, with particular attention to the professions for which it is most commonly required.	3	100	Margaret Blue	Spring	20 UG	X	P
<b>SPAN 299 Foreign Study--Intermediate Conversational Spanish</b>	3	100		Spring, Fall	8 UG		P
<b>SPAN 300 Advanced Grammar and Composition Through Reading</b> Development of advanced grammar and composition skills through reading texts by native speakers and adapting their techniques for original compositions.	3	100	Matthew Marr, Guadalupe Marti-Pena, Marco Martinez	Spring, Fall	95 UG	X	X
<b>SPAN 301 Advanced Writing and Stylistics in Spanish for Spanish Speakers</b> This course will enhance writing proficiency in Spanish of Spanish speaking students by targeting common problems characteristic of Spanish speakers.	3	100		Spring	1 UG	X	X
<b>SPAN 314 Spanish Sounds</b> Spanish phonetics and phonemics; systematic means of correcting pronunciation defects; other audio-lingual applications.	3	100	John Lipski, Joseph Bauman	Spring, Fall	63 UG	X	X
<b>SWAHILI (SWA)</b>							
<b>SWA 001 Elementary Swahili I</b> Listening, speaking, reading, writing Swahili: an introduction for beginners; basic structures and vocabulary; cultural elements.	4	100	Aaron Rosenberg, Caroline Eckhardt	Fall	8 UG, 2 G	X	X
<b>SWA 002 Elementary Swahili II</b> Listening, speaking, reading, and writing Swahili; structures and vocabulary; cultural elements.	4	100	Aaron Rosenberg, Caroline Eckhardt	Spring	7 UG	X	P

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Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment 2016-17	Current/Future Offerings	
						2017-18	2018-19
<b>SWA 003 Intermediate Swahili</b> Further development of listening, speaking, reading, and writing skills in Swahili: structures and vocabulary; cultural elements.	4	100				X	X
<b>SWA 051 Elementary Intensive Swahili for Graduate Students I</b> Intensive introduction to Swahili: first half of graduate intensive sequence in elementary reading, writing, speaking, listening, cultural contexts.	3	100					
<b>SWA 052 Elementary Intensive Swahili for Graduate Students II</b> Intensive introduction to Swahili: second half of graduate intensive sequence in elementary reading, writing, speaking, listening, cultural contexts.	3	100					
<b>SWA 053 Intermediate Intensive Swahili for Graduate Students</b> Continued intensive study of Swahili at the intermediate level: reading, writing, speaking, listening, cultural contexts.	3	100					
<b>UKRAINIAN (UKR)</b>							
<b>UKR 001 Elementary Ukrainian I</b> Reading, writing, and speaking Ukrainian.	4	100				X	X
<b>UKR 002 Elementary Ukrainian II</b> Reading, writing, and speaking Ukrainian.	4	100				X	P
<b>UKR 003 Intermediate Ukrainian</b> Reading, writing, and speaking Ukrainian.	4	100					

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## 2. C. SAMPLE OF COURSES IN DISCIPLINES OTHER THAN LINGUISTICS & LITERATURE

Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment 2016-17	Current/Future Offerings 2017-18	2018-19
<b><u>FRENCH (FR)</u></b>							
FR 409 <b>Commercial and Technical Translation</b> Translation from English to French of commercial and technical materials; vocabulary building; writing of abstracts and summaries.	3	100	Heather McCoy	Spring	14 UG	X	P
<b><u>GERMAN (GER)</u></b>							
GER 008 <b>Introduction to Business German</b>							
GER 208/ 0208Y <b>Business German</b> Intermediate Business German.	4	100					
GER 308/ 308Y <b>German Business Communication</b> Development of German commerce and industry; extensive practice in the major forms of business communications such as business correspondence.	3	100	Patricia Schempp	Fall	23 UG	X	X
GER 408 <b>Advanced German Business Communications</b>	3	100	Lieselotte Sippel	Spring	14 UG	X	P
<b><u>SPANISH (SPAN)</u></b>							
SPAN 100B <b>Intermediate Grammar and Composition for Students in Medical-Related Fields</b> Intermediate Grammar and Composition for Students in Medical-Related Fields. (GLIS)	3	100	Myrta Mathews	Spring, Fall	29 UG, 1 G	X	X
SPAN 100C <b>Intermediate Grammar and Composition for Students in Communication-related Fields</b> This course focused on grammar and the media environment replaces Spanish 100 for students going into Communication majors.	3	100					P
SPAN 105 <b>Elementary Spanish I for Students in the Agricultural Sciences</b> The course covers basic Spanish, grammar, and oral, aural, and writing skills for students in the Agricultural Sciences. Students who have received high school credit	4	100	Jaime Garcia Prudencio	Spring, Fall	31 UG	X	X

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Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment 2016-17	Current/Future Offerings	
						2017-18	2018-19
for two or more years of Spanish may not schedule this course for credit without the permission of the instructor. This course does not count toward Spanish majors or the Spanish minor.							
<b>SPAN 106 Elementary Spanish II for Students in the Agricultural Sciences</b> Further development of basic Spanish skills and the cultural awareness needed to work with Spanish speakers in the agricultural industries.	4	100	Jaime Garcia Prudencio	Fall, Spring	19 UG	X	X
<b>SPAN 300B Intermediate Grammar and Composition for Students in Medical-Related Fields (GLIS)</b> Intermediate Grammar and Composition for Students in Medical-Related Fields. (GLIS)	3	100	Myrta Mathews	Spring	21 UG	X	P
<b>SPAN 305 Spanish for Social Services</b> Provides practical language applications for students going to social work, psychology, and the legal and medical professions.	3	100	Jose Guerrero	Spring, Fall	67 UG	X	X
<b>SPAN 420 Spanish for Business and International Trade</b> Introduction to the Spanish of international business and to the social and cultural norms of negotiation in Spanish-speaking countries.	3	100	Melanie Archangeli	Spring, Fall	122 UG	X	X

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PennState

Center for Global Studies

# APPENDIX 4:

## Performance Measure Forms

<b>1. Project Goal Statement</b> <b>Expand Penn State's course offerings and curricular options for target LCTLs</b> <b>(Arabic, Chinese, Korean, &amp; Russian) during the four-year grant period</b>									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL 2017- 2018	T1 2018- 2019	T2 2019- 2020	T3 2020- 2021	T4 2021- 2022
A) Increase the range of intermediate or advanced Arabic, Chinese, Korean, or Russian courses taught at Penn State (GPRA Measure)	A.1. Develop and offer an additional Chinese and Russian language course starting in Year 1.	Additional course offerings	Annual	Official University data	Non existent	2	2	2	2
	A.2. Develop and offer an additional 1-2 Korean language courses at the 400 level.	At least one 400 level Korean course will be offered every year starting in spring 2019	Annual	Official University data	Not existent	1	2	2	2
	A.3. Develop and offer an Arabic language (trailer) course in Year 1 and 3.	Additional course offering	Bi-annual	Official University data	Non existent	1	0	1	0
B) Bolster interest in target LCTLs and related cultures	B.1. Invite speakers from language relevant fields with the goal of having 2-3 speakers per year.	Attendance information	Annual	Center records	2	2	2	2	2
	B.2. Partner with student organizations and administrative units to host cultural events and film screenings with the goal of at least 375 students in attendance per year.	Attendance information	Annual	Center records	390	375	375	375	375
C) Address the national need for LCTL and area studies expertise (API/HEA)	C.1. Organize "global career talks" with career offices and professional schools to address the national need for study of LCTLs and related regions. The goal will be to reach 500 students annually.	Attendance information	Annual	Center records	513	500	500	500	500

1. Project Goal Statement									
Expand Penn State's course offerings and curricular options for target LCTLs (Arabic, Chinese, Korean, & Russian) during the four-year grant period									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL 2017-2018	T1 2018-2019	T2 2019-2020	T3 2020-2021	T4 2021-2022
	C.2. Host at least 3 informational sessions on grant opportunities for LCTL learners.	<ul style="list-style-type: none"><li>Attendance information</li><li>Number of sessions</li></ul>	Annual	Center records	3	3	3	3	3

1. Project Goal Statement									
Support K-16 teacher training in global studies including selected LCTLs, their regions, and the Center's thematic focus									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL 2017- 2018	T1 2018- 2019	T2 2019- 2020	T3 2020- 2021	T4 2021- 2022
A) Support professional development opportunities for pre-service and K-16 educators (AP2/CPP1/CPP2)	A.1. Host K-12 pre- and in-service teacher workshops with the College of Education for the core themes and/ or LCTLs and related regions with a goal of 50-100 participants annually.	<ul style="list-style-type: none"> <li>Attendance information</li> <li>Pre- and post-workshop evaluations</li> <li>Follow up to determine implementation</li> </ul>	Pre- and post-workshop evaluations; Follow up after 6 months and 12 months	Center records	71	50	50	50	50
	A.2. Support a summer institute on LCTL training and assessment with Penn State's Title VI Language Resource Center (CALPER). The goal will be to bring in 10-15 teachers to each workshop.	<ul style="list-style-type: none"> <li>Attendance information</li> <li>Pre- and post-workshop evaluations</li> <li>Follow up to determine implementation</li> </ul>	Pre- and post-workshop evaluations; Follow up after 6 months and 12 months	Center and/ or CALPER records	13 <sup>1</sup> (summer 2017 data)	10	10	10	10
	A.3. Support a summer workshop on area studies curriculum development with the MIIE for MSI and community college educators with a goal of 10-20 educators per workshop.	<ul style="list-style-type: none"> <li>Attendance information</li> <li>Post-workshop evaluation</li> <li>Statement of impact</li> </ul>	Annual	Center and/or MIIE records	16	10	10	10	10

1. The 2018 workshop has not yet taken place.

1. Project Goal Statement									
Support K-16 teacher training in global studies including selected LCTLs, their regions, and the Center’s thematic focus									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL 2017-2018	T1 2018-2019	T2 2019-2020	T3 2020-2021	T4 2021-2022
B) Support Center development of K-16 global studies curricular materials (AP2/CPP2)	B.1. Offer competitive awards to at least three K-16 teachers (including MSIs and community colleges) to develop curricular materials for online distribution.	<ul style="list-style-type: none"><li>Numbers of awards made (primary indicator)</li><li>Creation and distribution of curricular materials</li><li>Web analytics/ online hits to track site visits</li></ul>	Annual	Center records	5 <sup>2</sup>	3	3	3	3
	B.2. Publish and publicize presentation materials and videos from Center workshops with the goal of developing 8-10 resources annually.	<ul style="list-style-type: none"><li>Quantity of materials published</li><li>Web analytics/ online hits to track site visits</li></ul>	Annual	Center records	10	8	8	8	8
C) Provide professional development opportunity for at least 2 LCTL instructors (AP2/CCP2)	C.1. Support workshop attendance for LCTL instructors on teaching smaller languages.	<ul style="list-style-type: none"><li>Conference description</li><li>Post-conference report</li><li>6 month follow up to determine extent of implementation</li></ul>	Annual	Center records	5 <sup>2</sup>	2	2	2	2

2. Additional awards were made due in AY 2017-18 because of carryover funding from the previous year.

1. Project Goal Statement									
Enhance research and collaboration in global studies at Penn State									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL 2017-2018	T1 2018-2019	T2 2019-2020	T3 2020-2021	T4 2021-2022
A) Enhance global studies research and dialogue for faculty and students around the core themes (API/CPP1)	A.1. Organize collaborative conferences, public lectures, and symposia with the goal of attracting 3,000 attendees per year.	• Attendance information	Annual	Center records	3,119	3,000	3,000	3,000	3,000
	A.2. Organize /support undergraduate symposia in global studies for Penn State, MSI, and community college students with the goal of 15-25 participants per symposium.	• Attendance information • Post-event survey	Annual	Center records	25	15	15	15	15
B) Support research and teaching in global studies to Penn State UP faculty (API) and Commonwealth faculty (API/CPP1) with the goal of funding 5-10 faculty annually	B.1 Offer mobility grants to support research and the integration of global content into the curricula.	• Description of research project • Post-travel report • 6 month Follow up to determine extent of integration	Annual	Center records	11	5	5	5	5
C) Increase global connections between Penn State and international institutions	C.1. Support the University Office of Global Programs WEFS initiative to develop linkages with institutions in Sub-Saharan Africa.	• Faculty participation rate • Description of goals and outcomes of meetings	Annual	Center records	New activity	3	3	3	0
	C.2 Develop linkages with institutions in South Africa with the goal of establishing research collaboration.	• Faculty participation rate • Description of goals and outcomes of meetings	Annual	Center records	New activity	0	2	2	0



PennState

Center for Global Studies

## APPENDIX 5:

### Letters of Support



June 8, 2018

Dear Members of the Assessment Committee:

I am pleased to provide my support for the Center for Global Studies (CGS) at The Pennsylvania State University as it competes for renewal of its Title VI National Resource Center funding for the upcoming grant cycle.

It is imperative that we educate our beginning teachers in global competence. We want our high school students to be successful beyond graduation. We know that they will need to compete in a global marketplace - that calls for not only concrete technical and academic skills, but also very specific interpersonal skills and attributes that foster understanding and communication - these include but are not limited to: appreciation for cultural differences, ability to understand and consider multiple perspectives, capacity for highly critical and analytical thinking, comfort with ambiguity ... in other words, our students need to be globally competent. Our nation needs teachers who can prepare global ready high school graduates.

With this goal of preparing globally competent teachers, Dr. Sophia McClennen and her professional staff have organized and facilitated global competence workshops for our students who are student teaching in grades 7 – 12 classrooms of mathematics, sciences, social studies, English and world languages during the 2014-2018 cycle. Our students have found these workshops to be most valuable in helping them to globalize their instruction.

I highly support the Penn State Center for Global Programs application for NRC and FLAS funding for the 2018-2022 cycle so that we can continue to provide these exceptional educational opportunities for our novice teachers.

Yours truly,

Eve C. Shellenberger, PhD  
The Pennsylvania State University  
Coordinator of Secondary Education Field Experiences



April 30, 2018

Sarah Lyall-Combs, Assoc. Director  
The Center for Global Studies  
The Pennsylvania State University  
University Park, PA 16802

Dear Sarah:

This letter is to confirm the participation and support of the Midwest Institute consortium (MIIE) for the Pennsylvania State University's Center for Global Studies Title VI proposal to the U.S. Department of Education for the 2018-2022 period.

Given our successful collaboration in the past two years, the colleges of the Midwest Institute consortium welcome the opportunity to expand its international curriculum for its faculty with the sponsoring of **three curriculum modules per year** by your center. As the director of the consortium, I will serve as the coordinator for its colleges towards this project.

We look forward to collaborating with your center to co-sponsor four week-long curriculum workshops for community college faculty to develop curriculum modules for course-infusion, as well as, provide professional development.

The Midwest Institute consortium is prepared to provide the necessary support for the aforementioned projects and continue our fruitful collaboration.

With best regards,

A handwritten signature in black ink, reading "Theo S. Sypris". The signature is written in a cursive, flowing style.

Theo Sypris, Director



University of Pittsburgh

*University Center for International Studies*  
*Global Studies Center*

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230 South Bouquet Street  
Pittsburgh, PA 15260 USA  
412-648-5085  
Fax: 412-624-4672  
E-mail: [global@pitt.edu](mailto:global@pitt.edu)  
[www.ucis.pitt.edu/global](http://www.ucis.pitt.edu/global)

13 May 2018

Dear Members of the Assessment Committee:

I write to convey my strongest support for the Center for Global Studies (CGS) at The Pennsylvania State University (Penn State) as it competes for renewal of its Title VI National Resource Center funding for the upcoming grant cycle. As Director of the Global Studies Center (the University of Pittsburgh's international studies NRC) and a member of Penn State's CGS Executive Board, I can attest to the enormous value that CGS provides for the University and the surrounding community.

Located at Penn State's main campus in University Park and housed within the College of Liberal Arts, CGS provides a tremendous resource for the entire campus and the region. The CGS's highly qualified and competent professional staff, under the extraordinary leadership of its Director, Dr. Sophia McClennen, coordinates an impressive array of programs promoting interdisciplinary research and learning and providing innovative outreach to K-12 teachers in the region. It is both rewarding and a great pleasure to work with them.

Our Centers have collaborated closely in the past—including, most recently, on a very successful program to encourage and enhance undergraduate research and learning in Global Studies through a series of research conferences that provided students with opportunities to develop and present original scholarship and to network with faculty and their peers. We propose to continue and expand this collaboration in the coming cycle, with plans to involve students from many colleges and universities in the region. As members of CERIS (the Consortium for Educational Resources in Islamic Studies), we also work together to share and enhance resources in this critical area of knowledge and understanding. Renewed Title VI funding will enable us to redouble these efforts and to build further outreach efforts throughout Pennsylvania in areas of mutual interest.

In sum, I write with the greatest possible enthusiasm for the work of CGS. I am consistently impressed with their creativity, dedication, intellectual leadership, and hard work in promoting

the NRC mission. Their achievements are considerable, and I urge you to renew their Center for the AY18-22 cycle.

Sincerely,

A handwritten signature in black ink, appearing to read 'Michael E. Goodhart', with a stylized flourish at the end.

Michael E. Goodhart, Ph.D.

Director

Associate Professor of Political Science, Philosophy, and Gender Studies



James P. Lantolf, Director

Center for Advanced Language Proficiency  
Education and Research (CALPER)  
College of the Liberal Arts  
814-863-7035

June 3, 2018

Dear assessment committee:

I am pleased to provide my support for Penn State's Center for Global Studies (CGS) NRC grant in international studies. Since the CGS was founded in 2010 with Penn State's first NRC award, the Center for Advanced Language Proficiency Education and Research (CALPER) – Penn State's Title VI LRC – has been an eager collaborator. In the CGS's first and second cycle we worked together on a series of initiatives, most notably summer teacher training workshops, symposia on LCTLs, and teacher training for Chinese instructors.

In this next grant cycle, CALPER and CGS will partner to offer annual teacher training workshops. In this next cycle our goal is to build an even more robust connection between our centers as we expand our annual summer institutes for language teachers to include Chinese, along with Arabic and Russian.

NRC and LRC funding has helped build and strengthen our collaboration and has facilitated a number of workshops, institutes, and symposia that build on our overlapping interests of supporting teacher education, LCTL proficiency, and research on language acquisition. Funding in the next cycle will allow us to enhance our collaboration by offering a series of summer institutes dedicated to improving LCTL language instruction.

Sincerely,

James P. Lantolf, Greer Professor in Language Acquisition &  
Applied Linguistics  
Co-Director, CALPER  
Director, Center for Language Acquisition



May 15, 2018

Members of the Assessment Committee  
International and Foreign Language Education  
US Department of Education  
1990 K St. NW, Room 6083  
Washington, DC 20006-8521

Dear Committee Members,

I am very pleased to write a letter of support for the Center for Global Studies at Penn State. I have had the privilege of working closely with the Center since I joined the Office of Global Programs in 2010, first, as Director of Campus Engagement, and, recently, as Director of Water, Energy, and Food Systems (WEFS). As Director of Campus Engagement, I worked closely with the leadership of twenty of Penn State's twenty-four campuses to develop strategies for international engagement, and, as Director of WEFS, I coordinate Penn State's efforts to establish a WEFS Center in sub-Saharan Africa including identifying potential organizations and technical experts as partners of the initiative. In these roles, I have had a very fruitful collaborative relationship with the Center for Global Studies.

The Center's commitment to global education, research, and other international initiatives including the promotion of less commonly taught languages at all Penn State campuses is outstanding. In the fall of 2013, Global Programs organized a university-wide conference on curriculum internationalization and the success of the conference was due in large measure to the role played the Center. It continued to support our efforts to organize follow-up regional workshops at the campuses. Apart from serving as a consultant to the organizing committee, the center funded our media and publicity materials for the conference. Also, the Center has over the years provided resources for faculty at other Penn State campuses to participate in global engagement initiatives at University Park campus.

The Center for Global Studies works closely with the School of Global Languages, Literatures, and Cultures at Penn State to increase the number of less commonly taught languages at the university. Also, in collaboration with the Global Programs, it seeks to ensure that Commonwealth campuses at Penn State benefit from this initiative as much as the University Park campus.

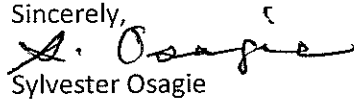
Currently, the Center is working with Global Programs to develop partnerships with peer institutions in other parts of the world as part of Penn State's effort to become a global institution. During the proposed funding cycle (AY 2018-2022), the Center has committed \$6000.00 a year to fund three Penn State faculty members organizing WEFS workshops planned for Nigeria, Kenya, Botswana, and South Africa. The Center's support for WEFS initiative is critical for a number of reasons. First, the proposed WEFS Center will serve as a hub for faculty, staff, and student mobility. Faculty are able to infuse into their courses lessons learned from energy, water, and agricultural related challenges in sub-Saharan Africa and their implications for global health. Second, faculty are able to draw upon parallels between agricultural practices in the Africa and those in the US, and it will provide an opportunity for Penn State

faculty in agricultural extension services to do research on tropical diseases and use the outcomes to train students on how to resolve these challenges if they were to emerge on US soil. Third, global challenges require a concerted approach for successful resolution. Penn State's strategic partners will have access to the WEFS Center and such access will strengthen research collaborations between the two parties as they find solutions to issues of global concern.

The Center for Global Studies also allocated funding up to \$2000.00 a year for Fulbright workshops and other initiatives at Penn State over a period of four years. The Fulbright experience is transformative and faculty recipients share with their students knowledge gained during their Fulbright tenure.

Over all, working with the Center has been a very rewarding experience and I strongly support its application for funding.

Sincerely,



Sylvester Osagie

Sylvester O. Osagie, Ph.D.

Director, Water, Energy, and Food Nexus (West Africa)

Office of Global Programs

The Pennsylvania State University

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

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To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

# BUDGET NARRATIVE

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	Narrative page #
CATEGORIES	8/15/2018 - 8/14/2019	8/15/2019 - 8/14/2020	8/15/2020 - 8/14/2021	8/15/2021 - 8/14/2022	Narrative page #
<b>A. SALARIES</b>					
<b>Category I</b>					
<b>1. Administrative</b>					
Sophia McClennen, Director	\$ -	\$ -	\$ -	\$ -	8
No charge to the budget					
Sarah Lyall-Combs, Associate Director (100% effort)	\$ 18,211	\$ 18,666	\$ 19,133	\$ 19,611	8-9, budget justification of personnel document
Shannon Brace/ Program Coordinator (100% effort)	\$ 12,293	\$ 12,600	\$ 12,915	\$ 13,238	9, budget justification of personnel document
Global Studies Faculty Fellow	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	41
<b>2. Language Instruction</b>					
Arabic Lecturer	\$ 4,000	\$ -	\$ 4,000	\$ -	34
\$4,000/course					
Chinese Language	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	33
\$2,000/course					
Korean Language	\$ 4,000	\$ 8,000	\$ 8,000	\$ 8,000	34-35
Course instruction for KOR 403 and KOR 404 (4th Level Korean A and B)					
\$4,000/course					
Russian Language	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	35
\$4,000/course					
<i>Category I subtotal</i>	\$ 69,504	\$ 70,267	\$ 75,048	\$ 71,849	
<b>Category II</b>					
Program Student Assistant	\$ 21,150	\$ 21,679	\$ 22,221	\$ 22,776	11, budget justification of personnel document
1/2 time, Grade 13 Student					
<i>Category II subtotal</i>	\$ 21,150	\$ 21,679	\$ 22,221	\$ 22,776	
<b>Subtotal Salaries</b>	\$ 90,654	\$ 91,945	\$ 97,269	\$ 94,626	
<b>B. FRINGE</b>					
2018-19 rates					
<b>Category I</b>					
38.97%	\$ 27,086	\$ 27,383	\$ 29,246	\$ 28,000	8-9, 33-35, 41, budget justification of personnel
<b>Category II</b>					

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	<i>Narrative page #</i>
CATEGORIES	8/15/2018 - 8/14/2019	8/15/2019 - 8/14/2020	8/15/2020 - 8/14/2021	8/15/2021 - 8/14/2022	Narrative page #
14.74%	\$ 3,118	\$ 3,195	\$ 3,275	\$ 3,357	11, budget justification of personnel document
<b>Subtotal Fringe</b>	<b>\$ 30,203</b>	<b>\$ 30,578</b>	<b>\$ 32,522</b>	<b>\$ 31,357</b>	
<b>C. TRAVEL</b>					
<b>DOMESTIC TRAVEL</b>					
Administrative Staff	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	10
Travel to Title VI, Global Studies meetings, and other professional development meetings					
Local travel for Outreach	\$ 100	\$ 100	\$ 100	\$ 100	13-14
Undergraduate Student Research Symposium Collaboration with University of Pittsburgh Global Studies NRC	\$ 2,000	\$ -	\$ 2,000	\$ -	18, 48
Domestic travel to global studies conferences and workshops for UP faculty	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	48
<i>In partnership with the University Office of Global Programs</i>					
Domestic travel to global studies conferences and workshops for Commonwealth faculty (CCP1)	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	48
<i>Dubois and Mont Alto</i>					
Travel to LCTL conferences (AP2/CCP2)	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	48
<b>INTERNATIONAL TRAVEL</b>					
Visit to overseas institutions in South Africa (TBD)	\$ -	\$ 13,000	\$ -	\$ -	22
<i>2 faculty @ \$7,500 ea.</i>					
International for WEFS Workshops in Nigeria, Kenya, and South Africa	\$ 6,000	\$ 6,000	\$ 6,000	\$ -	23
<i>3 faculty @ \$2000 ea.</i>					
International travel to develop research, course development research linkages for Commonwealth faculty (CCP1)	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	2
<i>Dubois and Mont Alto</i>					
PSU faculty mobility to develop research and institutional linkages	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	7
<b>Subtotal Travel</b>	<b>\$ 39,100</b>	<b>\$ 50,100</b>	<b>\$ 39,100</b>	<b>\$ 31,100</b>	

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	<i>Narrative page #</i>
CATEGORIES	8/15/2018 - 8/14/2019	8/15/2019 - 8/14/2020	8/15/2020 - 8/14/2021	8/15/2021 - 8/14/2022	Narrative page #
<b>D. SUPPLIES</b>					
Supplies for Center outreach	\$ 5,000	\$ 5,000	\$ 3,000	\$ 4,000	5 (Table 1.0, #12)
Materials, A-V, Publicity for Center Outreach	\$ 5,000	\$ 5,000	\$ 3,000	\$ 5,000	5 (Table 1.0, #12)
Library and Language Acquisition Resources	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	3, 5 (Table 1.0, #2)
<b>Subtotal Supplies</b>	<b>\$ 20,000</b>	<b>\$ 20,000</b>	<b>\$ 16,000</b>	<b>\$ 19,000</b>	
<b>E. OTHER</b>					
<b>1. Professional Development</b>					
Core themes Multi-disciplinary colloquia (Professional Services Fees/ Speaker Fees, and Room and Board) <b>(AP1/CPP1)</b>	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	3-5
Core themes Public lectures (Professional Services Fees/ Speaker Fees, Room and Board, and Outreach and Publicity) <b>(AP1/CPP1)</b>	\$ 12,000	\$ 12,000	\$ 10,000	\$ 12,000	3-5
<b>2. K-16 Outreach</b>					
Collaboration with secondary and post-secondary institutions	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	2
Research Exhibitions					
Cultural events					
K-12 workshops in conjunction with Colleges of Liberal Arts and Education <b>(AP2/CCP2)</b>	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	2, 5
K-16 Curriculum Development <b>(AP2/CCP2)</b>	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	2, 5
Collaboration with the Midwest Institute for International & Intercultural Education for Curriculum Development <b>(AP2/CCP1/CPP2)</b>	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	2, 15, 48
Undergraduate research symposium with the University of Pittsburgh NRC	\$ -	\$ 3,000	\$ -	\$ 3,000	17, 48
<b>3. Support for K-12 Student Initiatives</b>					
Penn State-PA High School Model UN Conference	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	15

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	Narrative page #
CATEGORIES	8/15/2018 - 8/14/2019	8/15/2019 - 8/14/2020	8/15/2020 - 8/14/2021	8/15/2021 - 8/14/2022	Narrative page #
<b>4. Intra-university Support</b>					
International Career Lectures and Workshops (HEA supplemental)	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	2
<b>5. Professional Membership</b>					
CERIS (AP1/CCP1/CCP2)	\$ 300	\$ 300	\$ 300	\$ 300	14
<b>6. K-16 Pennsylvania-wide Global Studies Conference (AP1/CCP1/CCP2)</b>	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	14-15
In partnership with the Pennsylvania Council for International Education					
<b>7. PSU Professional Development Workshop in Global Studies</b>	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	15
In partnership with the University Office of Global Programs					
<b>8. Linkage with Overseas Institution</b>					
Visit from faculty of overseas institution in South Africa (TBD)	\$ -	\$ -	\$ 13,000	\$ -	22
2 faculty member @ \$7,500					
<b>9. Center Assessment/ External Evaluator</b>	\$ -	\$ -	\$ 3,000	\$ -	18
Travel/per diem, professional service fees					
<b>10. LCTL Summer Institute (AP2/CCP2)</b>					
In partnership with Penn State's Title VI Language Resource Center (CALPER)					
Faculty presenter travel, per diem, professional service fees	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	48
Teacher travel grants to workshop (10 @ \$200 each)	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	48
<b>Subtotal Other</b>	\$ 48,300	\$ 51,300	\$ 62,300	\$ 51,300	
<b>Total Direct Costs</b>	\$ 228,257	\$ 243,924	\$ 247,191	\$ 227,383	
<b>Total Indirect Costs @ 8% of Total Direct Costs</b>	\$ 18,261	\$ 19,514	\$ 19,775	\$ 18,191	
<b>Total Proposed Budget</b>	\$ 246,518	\$ 263,438	\$ 266,966	\$ 245,573	
<b>Authorized University Official</b>					
John W. Hanold					
Associate VP for Research					

### **Fringe Benefit Rates on Personnel Salaries in NRC Budget**

Fringe benefits are computed using the fixed rates of 38.97% applicable to Category I Salaries, 14.74% applicable to Category II Graduate Assistants, 7.81% applicable to Category III Salaries and Wages, 0.18% applicable to Category IV Student Wages, and 25.34% for Category V, Postdoctoral Scholars and Fellows, for fiscal year 2019 (July 1, 2018, through June 30, 2019). If this proposal is funded, the rates quoted above shall, at the time of funding, be subject to adjustment for any period subsequent to June 30, 2019, if superseding Government approved rates have been established. Fringe benefit rates are negotiated and approved by the Office of Naval Research, Penn State's cognizant federal agency.

### **FLAS Budget FY 2018 -2022**

#### **Academic Year Graduate Fellowships**

(20) Institutional payment @ \$18,000	=	\$360,000
(20) Subsistence allowance @ \$15,000	=	\$300,000

<b>Total AY Graduate Request</b>	=	<b>\$660,000</b>
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#### **Academic Year Undergraduate Fellowships**

(20) Institutional payment @ \$10,000	=	\$200,000
(20) Subsistence allowance @ \$ 5,000	=	\$100,000

<b>Total AY Undergraduate Request</b>		<b>\$300,000</b>
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#### **Summer Fellowships**

(36) Institutional payment @ \$5,000	=	\$180,000
(36) Subsistence allowance @ \$2,500	=	\$90,000

<b>Total Summer Request</b>	=	<b>\$270,000</b>
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**Total FLAS Requested: \$1,230,000**